HEADTEACHERS' VIEWS ON INCLUSION: AN EXPLORATION USING Q-METHODOLOGY

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Abstract

Despite the UK's Department for Education and Department of Health (2015) pledging a commitment to inclusion within the SEND Code of Practice, statistics indicate there has been a rise in the number of children being educated within specialist settings over recent years (Department for Education, 2020). Understandably, then, inclusion continues to receive a high level of national attention, with an argument being made by the House of Commons Education Committee (2018, 2019) that not enough is currently being done to promote inclusive education.

There are a number of professional roles that are influential in the facilitation and development of inclusive education – arguably one of the most important of these roles being that of the headteacher (Billingsley et al., 2018; Rapp, 2010). Research has identified, for example, that headteachers' viewpoints on inclusion can impact upon their decision making and behaviour which in turn impacts directly and indirectly upon the implementation of inclusive practices within their settings (Causton et al., 2013; Hoppey & McLeskey, 2013; Meo, 2015).

It is argued in the present research, that in order to understand the likely development of inclusive practice in UK schools going forward - and indeed, in order to effectively influence such practice - it is imperative that a more detailed understanding is gained of UK headteachers' current viewpoints on inclusion (Billingsley et al., 2018; Rapp, 2010 Burstein et al., 2004; Shani & Koss, 2015).

A Q-methodological approach was adopted to explore and identify the range of viewpoints held in relation to inclusion within a sample of twenty mainstream headteachers. A by-person factor analysis was completed, revealing two detailed viewpoints:

> Viewpoint One – A pragmatic approach to inclusion and a belief that under current circumstances a segregated system of education is more suited to meeting the needs of all learners'
>
> Viewpoint Two - Inclusion is a right which is achievable through a positive school culture and by working together

The viewpoints were distinct and had significant differences in the way that participants holding the viewpoints evaluated some aspects of inclusion. The key

difference between the viewpoints was the extent to which participants perceived that mainstream schools presently *can* or even *should* cater for all students, though other more subtle differences were also apparent. Some significant areas of consensus across the viewpoints were also revealed however - for example, around the importance of school culture and systemic collaboration for the success of inclusion. The areas of contention and of agreement revealed through the research - discussed here in detail and in relation to existing literature - will be useful to those seeking to develop inclusion-related educational policy, and to those seeking to further inclusive practice in schools.

Policy makers and educational psychologists may wish to consider if a one-size-fits all approach towards promoting inclusion is likely to be successful given the findings. A number of implications for professional practice and research are identified and explored including; how policymakers and local authorities may wish to clarify the concept of inclusion and their expectations, and how educational psychologists may support the development of positive systemic relationships and collaboration.

1. Introduction

This research aims to explore and identify the range of viewpoints held by mainstream headteachers towards inclusion.

Inclusion continues to be an ongoing point of discussion within educational policy, educational settings and wider society. While SEND legislation emphasises the UK government's commitment towards inclusive practice (Department for Education and Department of Health, 2015, pg.25), national statistics indicate that the percentage of students being educated in specialist educational settings has been rising over the last five years (Department for Education, 2020). Indeed, the House of Commons Education Committee (2018, 2019) have raised concerns over recent years that there appears to have been a shift away from inclusive practice in schools, and that not enough is being done nationally to promote it.

What might be behind the lack of progress towards greater inclusion in UK schools, in line with policy, has consequently become a matter of significant interest for educational researchers (Ainscow et al., 2006). One area of attention has been on the attitudes of key decision-makers in education, such as headteachers, towards inclusion and the impact of such attitudes on actions (Ainscow et al., 2006; Billingsley et al., 2018; Hoppey & McLeskey, 2013; McLeskey & Waldron, 2000; Meo, 2015; Zollers et al., 1999).

Research indicates that headteachers play a crucial role in the successful implementation of inclusion, and their values and views can directly and indirectly impact upon the inclusivity of the setting they lead (Billingsley et al., 2018; Causton et al., 2013; Hoppey & McLeskey, 2013; McLeskey & Waldron, 2000; Meo, 2015; Zollers et al., 1999). However, whilst it is known that overall headteachers appear to have positive summative views towards inclusion (Boyle & Hernandez, 2016; Conrad & Brown 2011; Khochen & Radford 2012; Subba et al 2019; Urton, Wilbert and Hennemann 2014; Wood, Evans and Spandagou, 2014), questions remain regarding aspects of headteachers' views about:

- The outcomes of inclusive practice
- The inclusion of *all* students within mainstream settings
- The underpinning ideology of inclusion

- Which factors they perceive to facilitate or inhibit inclusive practice

Existing research appears to indicate that there may be a range of views held within this population regarding inclusion and its various aspects. For example, it was found that headteachers may differ in their perception of whether inclusion facilitates positive social outcomes (Urton et al., 2014; Wood et al., 2014). Research thus far has been concerned with gaining headteachers' summative views of inclusion and/or components of inclusion, or exploring the lived experiences of headteachers in relation to inclusion. No focus has been applied to exploring and identifying if there are similar or divergent shared patterns of construing inclusion as a topic within this population, which could be understood to be prevailing viewpoints. A viewpoint can be fundamentally understood as the way a group of individuals collectively construe a topic (Watts and Stenner, 2012). The researcher would propose it is important to understand the *range* of *viewpoints* to further the understanding of whether there are similar patterns in the ways in which groups of headteachers within *England* may view inclusion holistically. This information would provide a useful foundation for considering how to promote inclusive practice, and to identify if there are certain factors which headteachers perceive to facilitate or inhibit inclusive practice.

It appears, then, imperative that a clearer and more detailed understanding of the *range* of viewpoints held by mainstream headteachers in relation to inclusion is acquired. This research seeks to address this issue, to gain an understanding of headteachers' viewpoints on inclusion as a holistic topic and to explore what patterns of construing inclusion exist within this population.

1.1 Professional and personal motivations for research

The researcher's personal motivations to explore this area are drawn from their experiences supporting students with a variety of needs in a range of roles and seeing positive outcomes of inclusive practice.

From a social-justice perspective the researcher views inclusion as an important next step in promoting an inclusive society in which all differences are accepted and celebrated.

The researcher's professional motivations for this research are rooted in their desire to understand how educational psychologists may best support inclusive practice within mainstream settings in the most effective way. Their experience is that headteachers have a significant cultural influence and their values and views are significantly important for lasting change. It is for this reason, the researcher holds an interest in understanding the range of viewpoints held by mainstream headteachers in relation to inclusion.

Fundamental to the research was the belief that exploring headteachers' holistic viewpoints could provide a rich understanding of their evaluations of different aspects of inclusion in relation to each other.

Q-methodology was viewed as the most appropriate research method for exploring and identifying the range of viewpoints within this population. Q-methodology is a qualiquantological approach that ensures a level of objectivity and enables the participants to operantly express their own subjectivity. It is the participants within Q-methodology who ascribe meaning and importance to the various aspects of the phenomena under investigation, and this was seen as crucial in tackling views regarding such a socially-contested topic.

2. Literature Review

This literature review will include two sections, one being a narrative literature review the other a systematic literature review. The narrative literature review will define inclusion, and discuss the evolution of inclusive practice and legislation relating to inclusion within England and the wider UK. Further attention will be paid towards investigating the outcomes of inclusion and the key factors for successful implementation of inclusion. This review will explore the importance of teacher attitudes and school ethos upon inclusive practice and will conclude by investigating the importance of leadership, and specifically the role of headteachers, upon the successful implementation of inclusion and the importance of understanding their viewpoints. A systematic review of research investigating the attitudes of headteachers towards inclusion is then presented, with two research questions emerging.

2.1 Narrative Literature review

2.1.1 Introduction to the Narrative Literature Review

In recent years the number of students in English schools identified as having special educational needs has been increasing. In January 2020, nearly 1.4 million students were reported to receive Special Educational Needs (SEN) support or have an Education, Health and Care Plan (Department for Education, 2020) - indicating 15.4% of all pupils within England have a special educational need (Department for Education, 2020). The House of Commons Education Committee (2019), however, argued that not enough is presently being done within the UK to ensure that those children identified as having SEN receive a high standard of education - nor to promote 'inclusivity' more generally. Examples are offered within their report of academy trusts not admitting children with SEN, and of schools that *are* inclusive being disadvantaged by the current attainment agenda (House of Commons Education Committee, 2019).

The SEN Policy Research Forum (2019, pg.273) have argued that:

> *"despite efforts from governments, policymakers and practitioners to ensure inclusive quality education for all learners, disability continues to be one of the primary causes of educational exclusion"*

The House of Commons Education Committee's (2018) report on *Forgotten Children: alternative provision and the scandal of ever-increasing exclusions* identified a shift within mainstream schools over recent years *away* from inclusion, highlighting their view that the government need to incentivise inclusive practice.

In the most recent SEND Code of Practice (Department for Education and Department of Health, 2015), the UK government confirmed their ongoing commitment towards inclusive practice; however, the statistics indicate a growing number of students with SEN are being educated outside of mainstream settings (Department for Education, 2020). The number of children with SEND without a school place (n=1500) and disproportionate number of children with SEND being excluded or in alternative provision (House of Commons Education Committee, 2019) appears to support the notion that non-inclusive practice is on the rise (The

House of Commons Education Committee, 2018). This raises questions regarding *what* factors may be hindering or facilitating the successful implementation of inclusive practice, and *who* the key individuals might be in facilitating greater inclusion within mainstream educational settings.

This narrative section of the literature review aims to explore definitions and meanings of 'inclusion', to describe the evolution of inclusion in the English educational system, and to consider the impact of inclusion with regard to key outcomes. Also considered are key factors which research has highlighted are important for the effective implementation of inclusion. Focus will then be directed upon the impact of leadership and how attitudes of headteachers may directly or indirectly impact on the effectiveness of inclusive practices. The Reasoned Action Model (Fishbein & Ajzen, 2010) will be used as a theoretical psychological framework to understand how the attitudes of headteachers towards inclusion may underpin their behaviour and, in turn, the implementation of inclusion. Finally, the researcher will complete a *systematic literature review* investigating existing research specifically into *the views of headteachers towards inclusion*. The review will conclude with a presentation of the rationale for the research undertaken and the research questions underpinning the research.

2.1.2 What is meant by inclusion?

Within literature there is no agreed definition of inclusion (Fuchs & Fuchs, 1994; SEN Policy Research Forum, 2019), which has understandably led to significant difficulties with implementing and evaluating inclusive practices (Burton & Goodman, 2011; Dimitrellou et al., 2020). Indeed, inclusion can often only be understood in the unique context of a society's specific culture, history, politics and philosophical stance, making it extremely challenging to define (Brown, 2018; Fuchs & Fuchs, 1994; Mitchell, 2005).

In broad terms, *inclusion* has been used within literature and legislation to refer to:

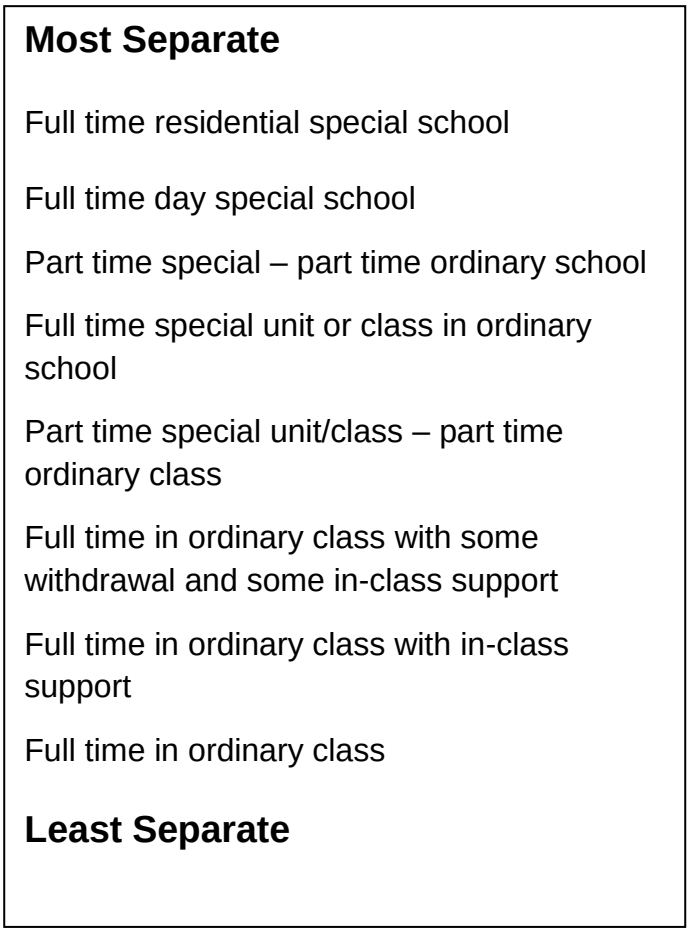
1. Forms of educational practices
2. A right to education for all
3. Denote equity in educational and social opportunities within schools

4. A form of system change for school improvement
5. An initiative to support wider social equality extending beyond a school community and supporting young people with SEND to transition from childhood into adulthood
   (Dimitrellou et al., 2020)

It is useful though – and helpful, in developing a shared understanding of the term - to distinguish between *inclusion* and the terms it has predominantly replaced – notably, “integration” and “mainstreaming”. Odom et al (2011) argue both of these formerly preferred terms refer solely to the *physical placement* of children with disabilities in a mainstream classroom (Lindsay, 2007), Pirrie et al (2006) arguing that the shift in terminology reflects a change from a needs-based agenda to a rights-based agenda. Scholars argue that the term *inclusion* instead conveys an ideology or a “vision” that aims to see all learners become part of larger social, community and societal systems (Lindqvist & Nilholm, 2014). Hyde & Power (2006) clarify further that inclusive education is more than providing ‘access’, it is a process of ‘change’ and in this endeavour, it is vital policies, attitudes and practices of the education system are adapted to meet the needs of a diverse society.

Norwich (2008) helpfully proposed that Inclusion occurs on a continuum - seen below in Figure 2.1 - identifying that there are varying degrees to inclusive practice. This is a useful framework for understanding inclusion and highlights that within the literature authors may use the same terminology whilst referring to wildly different constructs of inclusion.

Figure 2.1 A figure to show Norwich's (2008) Continuum of Inclusion



The British Psychology Society (BPS, 2002) in their Inclusive Education Position Paper identify four key factors which define inclusive education:

1. *Rejecting segregation or exclusion of learners for whatever reason – ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin*
2. *Maximising the participation of all learners in the community schools of their choice*
3. *Making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressures*
4. *Rethinking and restructuring policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs.*

Also helpful is Nkoma & Hay's (2018) identification of inclusion as having multiple facets:

- Academic inclusion - Learners participating in academic experiences within a classroom and engaging in learning with peers.
- Social inclusion – Learners being respected as full members of a community within a school and having a sense of belonging.

(Katz et al., 2012)

As such, one can see that the meaning of inclusion has evolved to refer to the education of *all* learners, rather than just those with an identified needs (Ainscow & Miles, 2008; Nkoma & Hay, 2018).

Brown (2018) made the valid argument that the BPS definition aligns most effectively with a psychological approach towards understanding inclusion. There is no doubt that inclusion is multi-faceted and a complex construct with each definition including subjectivity in the way it perceives and finds meaning in the term. The researcher will embrace this subjectivity and adopt the BPS understanding of inclusion within this research as it captures a psychological approach towards inclusion as well as the academic, social and cultural aspects of inclusion.

2.1.2.1 Evolution of inclusive practice

It is important to understand the current and historical legislation and governmental reports which have underpinned the evolution of inclusive practice within the UK.

Each country within the UK has its own educational legislation, and policy differences between the educational systems of these countries rapidly increased with devolution in 1997/98 (SEN Policy Research Forum, 2019). This literature review focuses on English legislation and policy as it is the viewpoints of headteachers who work within England which are of principal interest to this research.

The first significant step towards inclusive education in the UK was the 1970 Education Act (HMSO, 1970) which declared "*no child is ineducable"* and that education was *for all*. As a consequence, responsibility for children identified with *"handicaps"* was transferred from health to education authorities. In 1978 the Warnock Report (Warnock Committee, 1978), a pivotal report for inclusion, was published, recommending changes to the assessment and categorisation of students with additional needs, representing a move away from a medical labelling model. The report also indicated that mainstream settings should develop their provisions to meet the needs of *all* children except those with the most severe and complex disabilities (Brown, 2018). The 1981 education act (HMSO, 1981) legislated these

recommendations meaning children with special educational needs were able, indeed expected, to attend mainstream educational settings where:

- It was the desire of their parents
- The child's educational needs could be met within the setting
- It was compatible with the efficient use of resources by the local authority
- The child's attendance was not detrimental to the education of other children

The principles of the 1981 Education Act (HMSO, 1981) are still visible in the current Children and Families Act (HMSO, 2014) which legislates that children with identified significant SEN must be educated in a mainstream setting unless this is against the wishes of their parents or it would detrimentally impact the learning of other children (Lambert & Frederickson, 2015).

In 1994 the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 1994) called for international reform to educational practices and a move towards inclusive education so as to reduce discriminatory attitudes and enhance the social and cultural growth of all learners (SEN Policy Research Forum, 2019). This statement - known as the UNESCO 'Salamanca Statement' - outlined that all children should be able to attend their neighbourhood school and called for inclusion to be the new standard for the education of children with special educational needs (SEN Policy Research Forum, 2019). In 1997 the UK government adopted the UNESCO (1994) Salamanca Statement and outlined their commitment towards inclusive education within the Department for Education and Employment (1997) "Excellence for All Children" Green Paper. This paper set out the government's desire to "*promote the inclusion of children with SEN within mainstream schooling wherever possible"* whilst also apparently accepting the necessity of specialist provision for some.

The current SEND code of practice (Department for Education and Department of Health, 2015, pg.25) highlights the government's renewed commitment to inclusive practice within education. This was perhaps unexpected given The Support and Aspiration Green Paper of 2011 (Department for Education, 2011) had openly discussed an intention to remove the 'bias towards inclusion' and to provide greater choice for parents and children with SEN (Brown, 2018). Key authors recognise that within the last two decades the UK Government's stance towards inclusion within

education has been somewhat equivocal (Lambert & Frederickson, 2015; Lindsay, 2007; SEN Policy Research Forum, 2019).

2.1.2.2 The current statistics

Norwich (2008) identified that between 1983 -2001 the number of children taught within separate specialist settings within the UK decreased from 1.87% to 1.3%, however, between 2001-2008 this percentage remained stable around the 1.2-1.3% level. National statistics from the Department for Education (2020) from January 2020 indicate this has since risen and 1.48% of students are now being educated in state-funded or non-maintained specialist settings. This 1.48% does not include children with identified additional needs who may be accessing independent schools, indicating this percentage may be higher. These statistics support the SEN Policy Research Forum's (2019) argument that there appears to have been a dilution in the commitment towards inclusive education since 1997.

2.1.2.3 Barriers to inclusivity

Szumski et al (2017) argue that current educational policy within England creates barriers for the restructuring of schools to be more inclusive, this can be viewed as being in direct opposition to the government's declared commitment to remove barriers to learning for all students.

The SEN Policy Research Forum (2019) identifies the difficulty with implementing radical changes towards SEN legislation within an English context, highlighting how presently weakened Local Authorities struggle to meet statutory responsibilities relating to SEN. Lambert and Frederickson (2015) discuss the dissonance between the government's declaration of commitment to inclusion and their educational policies which promote an exclusive curriculum, a focus on norm-related standards, and changes to the schooling away from inclusion (Lloyd, 2008). It is well documented how there is a tension between the attainment agenda and the inclusion agenda (Ainscow et al., 2006; Brown, 2018; Rouse & Florian, 1997; Tod & Ellis, 2014). The SEN Policy Research Forum (2019) argue that the Children's and Families Act (HMSO, 2014) does not demonstrate signs of increasing access to mainstream settings for children with additional needs but instead is "*encouraging,*

deliberately or inadvertently, the demand for specialist provision" (pg.247). The current legislation might therefore be seen as offering a confused stance towards inclusion, and might be argued to be unfit for purpose (Brown, 2018).

2.1.2.4 Impact of Inclusion

It is important to consider the efficacy of inclusive education. Systematic literature reviews have indicated predominantly neutral or positive outcomes for typically developing students as a result of inclusion (Kalambouka et al., 2007; Ruijs & Peetsma, 2009). Kalambouka et al (2007) found overall, there were no adverse effects of inclusive practices with 81% of the 26 studies sampled reporting positive or neutral outcomes (58% + 23% respectfully) and only 9% finding negative results. Ruijs & Peetsma (2009) arrived at a similar conclusion finding no meaningful differences in the academic and socio-emotional functioning of typically developing students whether they were in an inclusive or non-inclusive class.

Systematic literature reviews have identified, overall, neutral to marginally positive outcomes with regard to attainment and the social development of children with special educational needs as a result of inclusion (Lindsay, 2007; Ruijs & Peetsma, 2009). Lindsay (2007), however, cites the need for further evidence to support the notion that inclusion is linked to positive outcomes from an empirical standpoint. An argument could be made that methodological limitations, problems with the categorisation of SEN and the operationalisation of the term inclusion in the studies sampled within these reviews generated difficulties with examining the effectiveness of inclusive practice and may underpin their inconclusive findings (Brown, 2018; Lindsay, 2007; Ruijs & Peetsma, 2009). Szumski et al (2017) make the valid argument that the term inclusion within academic research rarely includes organisational level changes occurring to the curriculum, teaching and learning strategies.

Meta-analyses have demonstrated that learners with additional needs who attended inclusive settings had improved academic and social outcomes when compared to learners with additional needs who attended specialist settings or were part of less inclusive learning environments (Dyssegaard & Larsen, 2013; Oh-Young & Filler, 2015). Individual pieces of research have identified students with additional needs

benefit academically and socially from inclusive education across several domains including positive impacts upon social competence, development of language skills, reading comprehension, the likelihood of earning a vocational or academic credential and academic attainment (Blackorby et al., 2007; Justice et al, 2014; Myklebust, 2007; Peetsma, et al, 2001; Wagner et al, 2005 all cited in Hehir et al., 2016; Freeman & Alkin, 2000; Szumski et al., 2017).

The European Agency for Special Needs and Inclusive Education (EASNIE (European Agency for Special Needs and Inclusive Education), 2018) completed a systematic literature review investigating the link between inclusive education and social inclusion of individuals with additional needs. They found positive outcomes of inclusion across three domains; education, employment and living within the community. EASNIE (2018) in their review identify that inclusive education increases the opportunities for independent living within the community, enrolment in further education and employment opportunities for students with additional needs. EASNIE (2018) present evidence that inclusion increases the likelihood of financial independence in adult life and greater social networks for students enabling them to take part in community leisure pursuits when compared to students who attended specialist settings. EASNIE (2018) argue that inclusion promotes increased opportunities for peer interactions and friendships between typically developing peers and students with SEN. There is conflicting research evidence that this may not lead to wider social inclusion as research has demonstrated that increased levels of contact between students with SEN and typically developing peers may not change student attitudes positively (Freeman & Alkin, 2000; Siperstein et al., 2007; Wong, 2008).

Research has also identified positive social outcomes of inclusion across many domains for typically developing students including; increased number of friendships with children with additional needs, reduced prejudicial views and more positive attitudes towards students with special educational needs (Bunch & Valeo, 2004; Consiglio et al., 2015; Georgiadi et al., 2012; Sirlopú et al., 2008; Staub & Peck, 1995). Burstein et al (2004) followed the progress of a three-year project aimed at facilitating inclusive education across two school districts and a university within the US. Qualitative data drawn from interviews with teachers, parents and headteachers

demonstrated that inclusive practices were viewed to be beneficial for all students (Burstein et al., 2004).

2.1.2.5 English context

It is important to review the existing research regarding the impact of inclusive practices within an *English* context. Farrell et al (2007) reviewed the findings of Dyson et al (2004) who had investigated the relationship between inclusion and achievement within England. Farrell et al (2007) identified a very small negative statistical relationship between the level of inclusivity of a setting and the attainment of its pupils. Farrell et al (2007) concluded that a causal relationship between inclusivity of a setting and the attainment of its pupils is unlikely however and that school-level factors are more significant for determining the attainment of pupils than the levels of inclusivity (Farrell et al., 2007). Ruijs & Peetsma (2009) identify a number of methodological issues present within this research including a lack of distinction between categories of SEN and lack of analysis at a class level. Overall, this highlights there is inconclusive empirical evidence regarding the impact of inclusive practice within an *English* context.

OFSTED (2006) found mainstream settings with additionally resourced provisions proved more effective for the academic and social outcomes for learners with SEN than mainstream settings, specialist settings and alternative provision. Their report indicated high-quality instruction from trained staff and committed leadership were more important than the setting type for learners' outcomes, indicating that mainstream settings may be able to cater for all learners if these two preconditions are met (OFSTED,2006).

2.1.2.6 Challenges to Inclusive education

Gottfried (2014) found significant effect sizes indicating that the behaviour, interpersonal skills and approaches to learning for typically developing students (aged 5-10) were detrimentally affected when a greater number of peers within their class were diagnosed with a disability. The effect sizes were small when peers had physical, communication and learning needs but greater when peers had a diagnosis of an emotional disorder (Gottfried, 2014). Gottfried (2014) reported it was only when

two or more classmates fell into a disability category that the results became significant for each category. Hehir et al (2016) argue it would be unlikely a class would include two or more students with a severe emotional disorder if students were distributed between classes in their natural proportion.

Educating students with complex SEMH difficulties is a common concern for teachers highlighted within the literature: they are often perceived as; making classroom management challenging, disrupting learning and absorbing a large amount of the teacher's attention (Avramidis et al., 2000; Farrell et al., 2007; Hornby & Evans, 2014; Szumski et al., 2017). Research has highlighted that teacher training is insufficient in equipping teachers to support behavioural needs and that children with behavioural difficulties often don't receive the required support or early intervention required (Bradley et al., 2008; OFSTED, 2006). Inadequate teacher training may be a mediating factor underpinning the findings within Gottfried's (2014) study.

Research has also highlighted that mainstream teachers have limited experience of working with students with complex and severe learning needs which can act as a barrier to their inclusion (Szumski et al, 2017). The literature presents concerns that students with severe SEN require more intensive support reducing the support that key adults within the classroom can offer other students and restricting the capacity for cooperative teaching strategies between key adults (McDonnell et al., 2006; Szumski et al., 2017). Despite these concerns, Szumski et al (2017) found no significant difference in the academic attainment of students who were educated in a classroom with students who were identified as having behavioural problems or severe learning needs compared to being educated in a classroom without such students.

2.1.2.7 Summary

A consistent limitation within the literature is the lack of a definitive meaning of "inclusion" and "inclusive practices", it prevents the effective evaluation and review of which inclusive practices are most effective for obtaining positive outcomes (Kalambouka et al, 2007). The empirical evidence available, however, indicates marginally positive effects of inclusive education on academic and social outcomes

for both SEN students and non-SEN students (EASNIE, 2018; Lambert & Frederickson., 2015; Lindsay., 2007; Ruijs & Peetsma., 2009; Szumski, et al., 2017). The empirical evidence base specifically identifies positive outcomes of inclusive education on social inclusion, social and emotional development and life outcomes for learners.

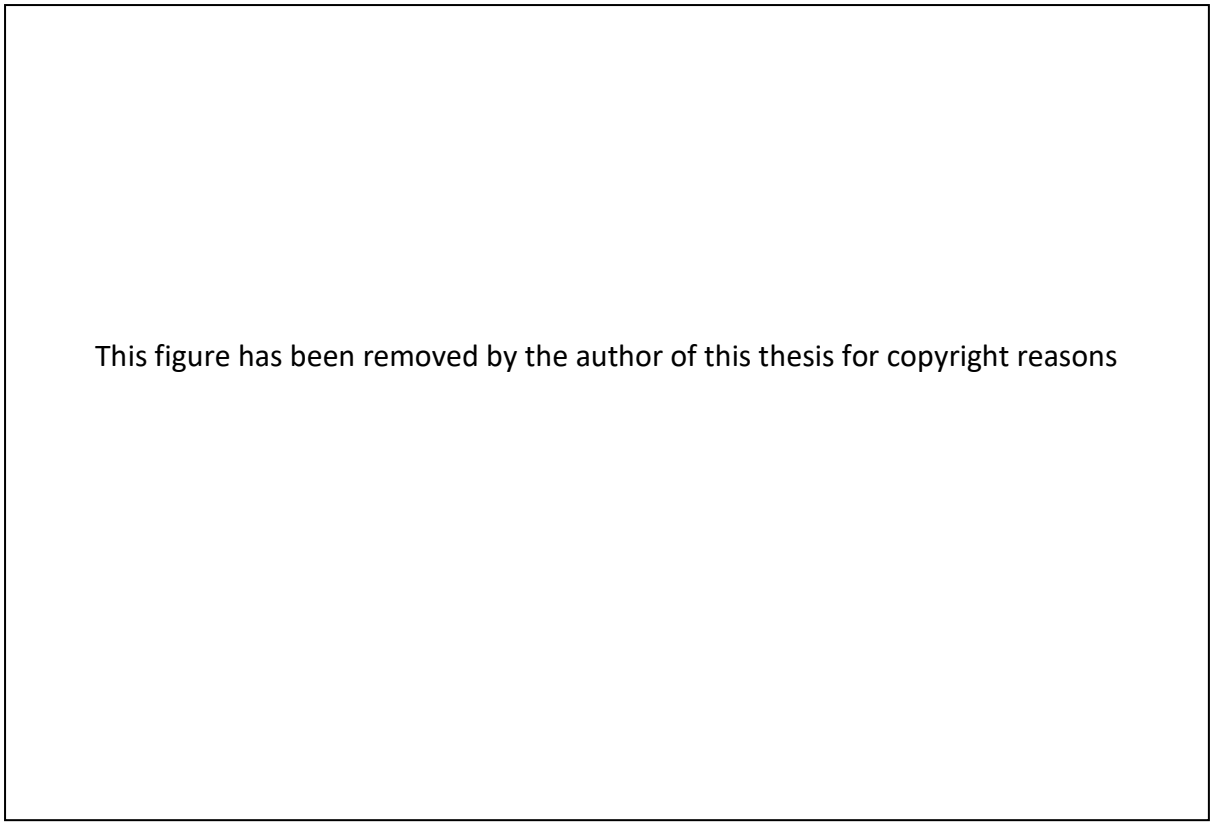
The researcher aligns with Brown's (2018) argument that if there are no conclusive findings of detrimental effects of inclusive education then this strengthens the call for inclusion *on the ideological basis of social justice and children's rights*. On this basis, a strong case is made by many educationalists that we should restructure our educational system to support and commit to inclusion.

2.1.3 Factors that are important for successful implementation of inclusive practice

The factors which facilitate or inhibit the successful implementation of inclusion are relatively well understood within research literature and include; educational policy, resources and facilities, teacher skills, staff attitudes, system-level infrastructure, pedagogical strategies, curriculum and local and national leadership (Dimitrellou et al., 2018; Kalambouka et al, 2017; Schuelka, 2018; UNESCO, 2017). Research indicates that physical placement alone is not enough to ensure effective inclusion, successful inclusion requires; commitment from all systems, adapted curriculums, training and provision (Brown, 2018; Kalambouka et al, 2007).

A useful framework for conceptualising and evaluating factors important for inclusive education is provided by Loreman et al (2014) building upon Kyriazopoulou & Weber's (2009) Inputs-Process-Outcomes model which maps the inputs, processes and outputs onto different system levels (micro, meso and macro).

Figure 2.2 A figure to show The Relationship between the Micro-Meso-Macro Levels and the Inputs-Processes-Outcomes Model (Loreman et al., 2014, pg 169)



This literature review will now focus its attention upon exploring the impact of teacher attitudes and school culture, which are both aspects of the climate of a school, and on the impact of leadership, specifically of headteachers, on the implementation of inclusion.

2.1.3.1 Climate

Loreman et al (2014) identify that the climate of an educational setting at all systemic levels is important for the successful implementation of inclusive education. They note the importance of positive beliefs and attitudes being held by all members of an educational community. It is for this reason the researcher will now focus upon reviewing the impact of school culture and the attitudes held by teaching staff towards inclusion, upon the implementation of inclusive practices.

2.1.3.2 Attitudes

Within this section the researcher will explore:

- How attitudes can impact upon a teacher's practice?
- What are the attitudes of teachers towards inclusion and what informs these?

Research has identified that the attitude a teacher holds regarding inclusion can impact upon the inclusivity of their teaching practice, their student's attitudes towards peers with additional needs and on their relative success in terms of 'being inclusive' (Kraska & Boyle, 2014; Lautenbach & Heyder, 2019; Nkoma & Hay, 2018; O'Toole & Burke, 2013; Sharma & Sokal, 2016; Unianu, 2012; Varcoe & Boyle, 2014).

There is a lack of clarity within research regarding the summative attitudes of mainstream teachers towards inclusion (Avramidis & Norwich, 2002; Dias & Cadime, 2015; Khochen & Radford, 2012; Rakap & Kaczmarek, 2010). Avramidis & Norwich (2002) found the severity and nature of a student's need can impact the degree to which teachers are willing to include a student. It was identified that mainstream teachers may hold less favourable attitudes towards the inclusion of students with severe or SEMH needs (Avramidis & Norwich, 2002; Khochen & Radford, 2012). Varcoe and Boyle (2014) propose an explanation for this: teachers hold positive attitudes towards students whose needs do not lead to major adaptations in their teaching approach.

Research indicates that teachers within the UK held, overall, positive views towards inclusive education, however, these positive views were frequently caveated with a discussion regarding the need for further support, resources, time and training (Avramidis et al., 2000; Nutbrown & Clough, 2004). This is perhaps only to be expected, as research has evidenced additional provision and support may mediate a teacher's view regarding inclusion (Avramidis & Norwich, 2002). Indeed, Malinen et al (2012) found that concerns regarding inclusive practice held by mainstream teachers are often practical rather than ideological.

Furthermore, research has evidenced a relationship between a teachers attitude towards inclusion and their teaching practice (Copfer & Specht, 2014; Sharma & Sokal, 2016). Mainstream teachers who hold positive attitudes towards inclusion are

more likely to adapt their pedagogy and practice to be inclusive than those who hold negative views (Combs & Whipple, 2010; Copfer & Specht, 2014; Sharma & Sokal, 2016).

These research findings have significant implications for school leaders and highlight the need to understand - and where possible alleviate - concerns held by staff to support inclusive practice (Sharma and Sokal, 2016). Monsen and Frederickson (2004) highlight the importance of identifying the mediating factors of teacher's attitudes towards inclusion. Two such factors identified within research are experience and training:

2.1.3.2.1 Experience

Literature has demonstrated consistently a clear link between the amount of experience a teacher has of educating students with SEN and their attitude towards inclusion, with greater experience leading to a more favourable attitude (Avramidis et al., 2000; Malinen et al., 2012; Unianu, 2012). Dias and Cadime's (2015) findings refined this hypothesis to be that it is *success* in prior teaching experiences of SEN students that is a mediating factor in attitude development. This highlights the importance of facilitating successful experiences if the aim is for teachers to foster positive attitudes towards inclusion (Carrington, 1999).

2.1.3.2.2 Training

Many scholars have highlighted the importance of initial teacher training and continuous CPD in supporting the acquisition and fluency of inclusive pedagogy and attitudes towards inclusion within the mainstream teaching profession (Schuelka, 2018; UNESCO, 2017). Research indicates on the whole that the level of training a teacher has in special education pedagogy has a positive relationship with their attitude towards inclusion although this is contested by some researchers (Kraska & Boyle 2014; Sharma & Sokal, 2016).

The Reasoned Action Model (Fishbein & Ajzen, 2010) proposes that an individual's attitude is directly related to their perception of behavioural control and perception of subjective norms. This psychological model presents a sound understanding of how

a teacher's level of training and experience may impact upon their attitude mediated through their own perception of behavioural control. It is not wholly surprising that some teachers may hold negative views towards inclusion. Research indicates teachers are not prepared for the application of inclusive practice due to inadequate training programmes and may hold perceptions that they may not have the skills, time or classroom support to facilitate effective inclusion (Dimitrellou et al., 2020; Emam & Farrell, 2009; Robinson & Goodey, 2018; Rose, 2001).

2.1.3.3 Ethos and culture

Peterson and Deal (2011) highlight that culture refers to a community with shared values and morals which are reflected in the behaviour, rituals and actions of the individuals within this community which highlight appropriate expectations for behaviour. Schein (2004) proposes there are three levels in culture:

- Artefacts – Observable features and experiences.
- Espoused beliefs and values – These display what is appropriate within an organisation and can influence the observable artefacts.
- Basic underlying assumptions – These are challenging to change and shaped by consistent success of the implementation of values and beliefs within the system.

School ethos relates to the guiding beliefs or ideals that characterise a community and differs from 'school *culture'* in that it is felt at an experiential level rather than a cognitive level (Graham, 2012).

School culture is not static and is continually shaped by the interactions between individuals of a community and their reflections of their experiences (Miravet & García, 2013). Zollers, Ramanathan & Yu (1999) discuss the importance of an inclusive school culture for the success of an inclusive program. Zollers et al (1999) found three fundamental characteristics of a school's culture which were related to the success of its inclusive practice; the broader vision of the school community, shared language and values, and an inclusive leader.

School culture is understood to be intrinsically linked to the attitudes held by members of that school community towards inclusion (Ainscow et al., 2012; O'Toole & Burke, 2013; Weisel & Dror, 2006). McDougall et al (2004) found evidence that an inclusive school culture improves the attitudes of typically developing students towards peers with additional needs. If a school is structured around an inclusive ethos, research has demonstrated that exclusionary practices are reduced and increased positive outcomes for young people are facilitated (Brown, 2018; Bunch & Valeo, 2004; Osler et al., 2001).

System-level organisational, cultural and structural changes based on a shared vision of inclusion are required to drive inclusive practice forwards at a macro level, one-off training programmes and individual teachers are not enough (Carrington, 1999; Vizer-Karni & Reiter, 2014). An argument has been that the transformation of a school's culture is more significant than resources for the successful implementation of inclusion (Schuelka, 2018).

Collaboration within a school culture has emerged within the literature to be one of the most significant facilitating factors for the successful implementation of inclusion (Lieber et al., 1997; Osler et al., 2001; Schuelka, 2018; Tjernberg & Mattson, 2014). Specifically; collaborative planning, shared philosophies and a sense of shared responsibility for all children (Lieber et al., 1997; Osler et al., 2001). Florian et al (2016) emphasise the importance of a cohesive school culture that reinforces shared inclusive values, encourages collaboration and provides opportunities for professional development for inclusive practice.

Miravet and Garcia (2013) found that the educational staff can find it difficult to define and identify the shared values of their educational setting and hold mixed understandings of the term "inclusion". If promoting inclusion is the desired outcome settings need to provide clarity regarding their espoused beliefs and values regarding inclusion to support staff in understanding the shared values of the system (Carrington & Duke, 2014; Copfer & Specht, 2014). This brings us to the important question, who is responsible and able to modify and construct an inclusive school culture and facilitate positive attitudes within the teaching staff within an educational setting.

2.1.3.4 Importance of Leadership

There is a well-supported stance within the literature that an inclusive leader is a key characteristic in the successful implementation of inclusive educational practices (McLeskey & Waldron, 2000; Zollers et al., 1999). Indeed, with regard to the effective implementation of inclusion, the literature suggests headteachers are arguably the most important individual within an educational setting (Billingsley et al., 2018; Rapp, 2010). Hence, this review will now consider in detail the role of headteachers in inclusive education.

Research literature has highlighted that headteachers are vital for instigating change towards greater inclusion within educational settings, and further that their decision-making within this area is related to their views on inclusion (Burstein et al., 2004; Shani & Koss, 2015). Research highlights that headteachers in effective inclusive schools distribute leadership and responsibility for inclusion throughout the school and co-construct with staff systems to support the development of structures to support inclusive practice (Billingsley et al., 2018; Loreman et al., 2014).

Headteachers may not directly be implementing inclusive practice within the classroom on a day-to-day basis, but they are in a strategic position to promote or inhibit inclusion (Causton et al., 2013). A significant amount of literature discusses the importance of headteachers in creating an inclusive *vision* for a school, facilitating *change* and collaboration, *empowering* their staff and developing a *unified inclusive culture* with high expectations which all contribute to the successful implementation of inclusive practice (Billingsley et al., 2018; Burstein et al., 2004; Crum & Sherman, 2008; Leithwood & Riehl, 2005; Poon-McBrayer & Wong, 2013; Zollers et al., 1999).

Waldron et al (2011) conducted a case study within a school that was viewed as both inclusive and highly effective. They reported the most important aspects of the headteacher role in facilitating an effective inclusive setting was in providing the setting with direction, restructuring the organisation, actively supporting high-quality inclusive pedagogy and ensuring valid assessment of the inclusive programme and learning. Waldron et al (2011) concluded that mainstream schools can move towards inclusion without the need for additional resourcing or external professionals, arguing

that a headteacher who is skilled in leading staff and restructuring a school around a vision and efficient use of resources can do this effectively.

Inclusive headteachers frequently develop “school teams” including teachers, parents and external relevant professionals who plan, educate others, assess, review, and support the implementation of inclusive practice within a setting (Billingsley et al., 2018; Burstein et al., 2014). Within this example, school teams have a practical function but also act as an observable cultural artefact that promotes the espoused beliefs of inclusion. Headteachers also have a role in recognising and celebrating the efforts of teachers and their success in implementing inclusive practice (Billingsley et al., 2018; Causton-Theoharis et al., 2010). By doing so they continue to reinforce underlying assumptions of values and expected behaviour within the school culture towards inclusion (Schein, 2004). These are two concrete examples that map onto Schein’s (2004) cultural model and demonstrate how a headteacher can foster an inclusive school culture.

Literature suggests that effective inclusive headteachers have an explicit role in developing policies and practices and reorganising the structure of a setting at a systemic level to support inclusive practice and pedagogy. This can be done by addressing key factors known to be important for the success of inclusion such as:

- Developing structures to support collaboration
- Fostering an inclusive school culture
- Ensuring staff are relevantly trained in evidence-based approaches to support inclusive practice

(Billingsley et al., 2018; Burstein et al., 2004; Osler et al., 2001; Tjernberg & Mattson, 2014; UNESCO, 2017; Villa et al., 1996)

Lambrecht et al (2020) found the practices of headteachers and structural changes they oversaw explained approximately a third of the variance in the implementation of individualised education planning (an inclusive practice).

Research has demonstrated that the leadership, vision and support provided by a headteacher are predictive of their teachers’ attitudes towards inclusive education (Al-Mahdy & Emam, 2018; Villa et al., 1996). Al-Mahdy and Emam (2018) found evidence that organisational culture was a mediating factor between a significant

relationship between headteacher leadership and the teachers' attitudes towards inclusion. Given research has linked teachers' attitudes about inclusion to their teaching practice, these findings highlight the importance of headteacher leadership for the successful implementation of inclusion (Al-Mahdy & Emam, 2018). Al-Mahdy and Emam (2018) acknowledge the limitations of their survey design and the potential for selection and social-desirability bias.

MacFarlane & Woolfson (2013) found that teacher perceptions of the expectations of their headteacher were a significant predictive factor for their teaching behaviour of children with social, emotional or behavioural difficulties. This highlights the importance of the headteachers setting clear expectations within the school culture regarding inclusion if they desire to impact teacher practice.

Meo (2015) found headteachers are both policy subjects and policy actors in regards to inclusion. They reported that headteachers act as "gatekeepers" who facilitate or restrict the inclusiveness of their settings by "creatively" translating policies regarding inclusion (Meo, 2015). This study utilised two case studies and identified that headteachers may hold different personal views towards inclusion which impact upon their decision making and the inclusive practices implemented within their settings (Meo, 2015). One case study highlighted this relationship and found that the "moral purpose" of a headteacher appeared to affect their decision making, reasoning and actions in regards to how they promoted implementing inclusive practices (Hoppey & McLeskey, 2013). This case study explored how an effective headteacher utilised relationship building, distributed leadership and school culture to promote inclusive practice in the current high-stakes outcome-driven climate of education. Hoppey and McLeskey (2013) highlight the difficulty of high-stakes accountability within the profession and the challenges of embracing the needs of *all* students.

This review has highlighted the importance of the headteacher in developing an inclusive school culture and for the successful implementation of inclusion more generally. An argument can be made that headteachers - both directly in their actions (e.g. policies, organisational restructuring) and indirectly through mediating factors they facilitate (e.g. school culture, attitudes towards inclusion among staff) -

are the most significant factor for the success of inclusion within educational settings currently.

2.1.4 What are the attitudes of headteachers towards inclusion?

Khochen and Radford (2012) interviewed three headteachers within Lebanon regarding their views towards inclusion. The authors were vague in their reporting of the results and data transparency was a significant issue, however, this research highlighted that “some similar” views were held towards inclusion and “on the whole” positive attitudes were held regarding inclusion and the inclusion of all students. The limited participant numbers and lack of detailed data mean it is hard to reflect upon the results of this study in any meaningful way. However, the objectives of the research are persuasive, and ultimately the paper highlights the need for further research to be conducted exploring views held among headteachers with a larger sample and a rigorous methodological procedure.

On a similar scale, Irvine et al (2010) completed interviews with 4 headteachers from a range of mainstream settings within rural Canada. The interviews highlighted:

- Headteachers viewed their role in inclusion as providing leadership and guidance so inclusion can be implemented successfully and effectively. Headteachers highlighted this included creating an inclusive school atmosphere and supporting and motivating teachers with their inclusive practice.
- Headteachers identified the importance of collaboration and communication with parents for the success of inclusion. Highlighting the importance of collaboration within the school but also with the community.
- Headteachers discussed the importance of an inclusive ideology for a school setting and demonstrated that they believed in the values themselves.
- Funding was discussed as a difficulty and headteachers identified they would have to compromise and prioritise between desired resources and support. Irvine et al (2010)

Croll & Moses (2000) interviewed a range of educational professionals within the UK, including headteachers of mainstream and specialist settings. It was found that commonly inclusion was viewed to be an important educational ideal but many

pragmatic “qualifying” barriers (including the student’s needs or resourcing) were identified to exist for its implementation for *all* students. It was the view of mainstream headteachers that some students’ needs may be best met within a specialist educational setting due to the increased expertise held within these settings (Croll & Moses, 2000). While this research focused upon views of individuals it highlighted a potential shared tension may exist regarding inclusion. While educational professionals voiced a desire for an inclusive educational system, they did not perceive it as realisable (Croll & Moses, 2000).

Although research has drawn key themes from interviews with headteachers and highlighted that summative views towards inclusion appear to be positive, there does appear to be a range of viewpoints held regarding different aspects of inclusion within the profession (Irvine et al, 2010; Khochen and Radford, 2012). Within Irvine et al’s (2010) research highlighting that headteachers can apply different levels of meaning and importance to aspects of inclusion.

The researcher would argue that the above-cited studies provide a limited discussion of the *range* of viewpoints held within the profession, or how these individuals may have different patterns of construing inclusion as a result of their focus on obtaining broad themes and summative evaluations. A gap, therefore, remains within the research literature relating to the range of viewpoints held within the headteacher profession towards inclusion and the different ways in which headteachers might construe the same aspects of inclusion.

Overall research investigating the views of headteachers towards inclusion within different nations have demonstrated differing viewpoints may be held, which may impact upon the integration of inclusive practice into their educational policies and culture within their settings (Khochen & Radford, 2012; Meo, 2015; Sharma and Chow, 2008). What is not substantially evidenced within literature is what these different viewpoints may be and how headteachers might make sense of this complex topic in different ways.

2.1.5 Understanding how attitudes may impact upon headteacher behaviour and the implementation of inclusion

The Theory of Planned Behaviour (Ajzen, 1991) is a theory that is often drawn upon within educational research investigating attitudes towards inclusion to understand how attitudes, subjective norms, perceived behavioural control, intentions and behaviour relate and interact with each other (Lautenbach & Heyder, 2019;Yan & Sin, 2014, 2015)

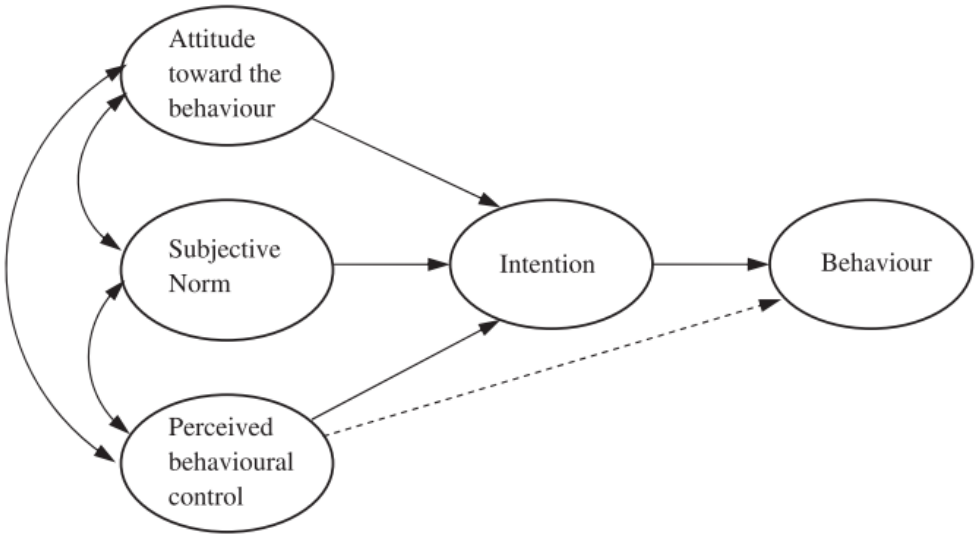


Figure 2.3. A figure to show the Theory of Planned Behaviour (Ajzen, 1991, pg 182)

The model theorises that the individual's attitude towards a behaviour, perception of subjective norms and the individual's perceived behavioural control combine to form behavioural intention which alongside perceived behavioural control predicts the individual's behaviour (Yan and Sin, 2015).

Yan and Sin (2015) surveyed 209 principals within Hong Kong and found that a principal's attitude towards inclusion, and their view of whether key others believed inclusion was important (subjective norm), were significant predictors of their intention to implement inclusive practice. The term principal can be understood to be a synonym for headteacher as both indicate the head of an educational setting. Yan and Sin (2015) found that a principal's intention to implement inclusive practice and their perceived behavioural control significantly predicted their behaviour regarding inclusion. These results aligned with previous research demonstrating that an

individual's attitude is the strongest predictor of behavioural intention (Hrubes et al., 2001; Omondi et al., 2009).

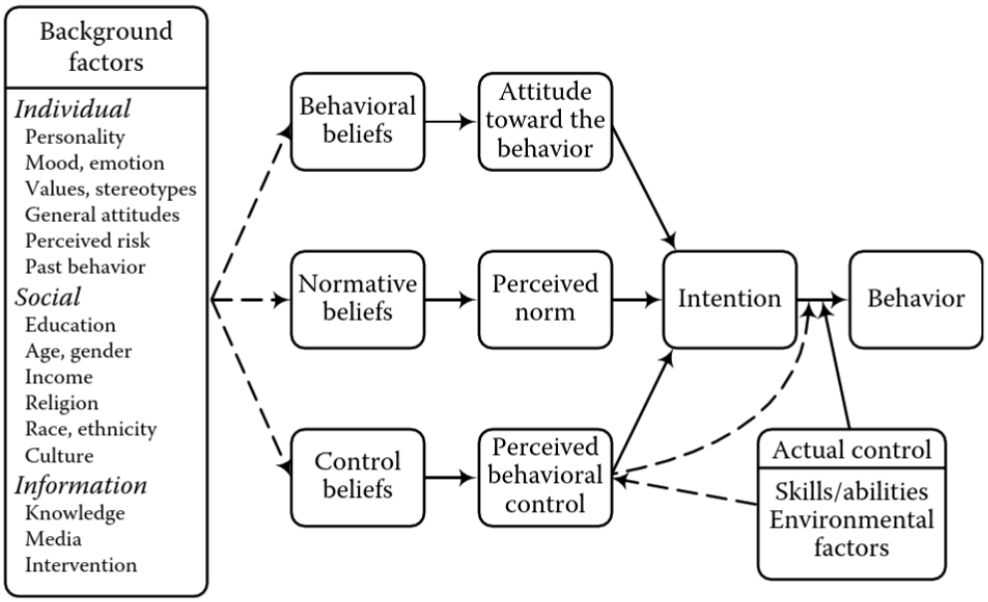
This model has been developed further and the most recent iteration of this theoretical model is the Reasoned Action Model (Fishbein & Ajzen, 2010) (Figure 2.4) which factors in the individual's background context, beliefs and the actual control they have regarding the behaviour. The Reasoned Action Model relies on the assumption that social behaviour is guided by the knowledge or beliefs individuals possess about a certain behaviour. It proposes that an individual's beliefs are guided by societal influences and personal experiences (Fishbein & Ajzen, 2010). They propose there are three different types of beliefs – Behavioural, Normative and Control which determine (in order) an individual's:

- Attitude towards performing a behaviour
- The perception of social pressures to either engage in a behaviour
- The perception of their behavioural control

These three factors combine to form an individual's behavioural intention which the theory implies is the biggest predictor of behaviour. Fishbein and Ajzen (2010) argue the weighting of each determinant upon behavioural intention can vary as a result of population characteristics or due to factors relating to the specific behaviour.

Fishbein and Ajzen (2010) discuss that environmental factors and the skills of the individual may act as the final barrier of "actual control" between intention and behaviour. The diagram below is noted to be simplified and misses the feedback loops and relationships which exist between the constructs.

Figure 2.4. A figure to show the Reasoned Action Model (RAM) (Fishbein & Ajzen, 2010, pg 22)



Sharma and Chow (2008) surveyed 130 primary school headteachers within Hong Kong. They found that headteachers held negative attitudes towards the *integration* of students with SEN into mainstream settings. Sharma and Chow (2008) argued that this may be underpinned by a dominant cultural perspective held about integration within Hong Kong. These findings can be theoretically mapped onto the Reasoned Action Model (Fishbein & Ajzen, 2010); if we accept the author's proposition that there is a negative societal view of the integration of children with SEN within Hong Kong then this will impact upon the headteachers' normative beliefs and their view of the perceived norm. This perceived norm then interacts and relates to their behavioural beliefs and in turn influences their attitudes towards inclusion. The RAM is also useful for understanding Al-Mahdy and Eman's (2018) research which argued that cultural differences relate to attitudes held towards inclusion and impact upon organisational structures and educational practices.

The individual circumstances and experiences of a headteacher have been hypothesised and evidenced to impact upon a headteachers' attitude towards inclusion (Irvine et al, 2010; Sharma and Chow, 2008) providing further support for the theoretical underpinning of the Reasoned Action Model.

The Reasoned Action Model (Fishbein & Ajzen, 2010) thus provides a sound psychological framework to understand how the viewpoints of headteachers may directly impact upon their intentions and, crucially, their behaviour regarding the implementation of inclusive practice.

2.1.7 Summary

This narrative review aimed to explore the definition and meaning of inclusion, the evolution of inclusive practice within an English context, the impact of inclusion and the key factors which are important for the successful implementation of inclusion. A focus was placed upon investigating the impact of leadership and a school's culture for the success of inclusion. The research identified headteachers as having a key strategic role, with their decisions and behaviour directly or indirectly impacting the success of inclusion. The Reasoned Action Model (Fishbein & Ajzen, 2010) has been proposed as a theoretical psychological framework that is useful for understanding how viewpoints held by headteachers and various factors may impact upon their intentions and behaviour in relation to inclusion.

The research reviewed has demonstrated that inclusion can be seen as desirable from a social-justice perspective and as a more effective method for educating all learners. Promoting inclusive education in mainstream settings is a major challenge (Ainscow & Sandill, 2010). The government has reaffirmed their commitment to inclusion yet across England the number of children with SEN educated in segregated settings is rising (Department for Education, 2020). Given that research has highlighted the importance of headteachers for the implementation of inclusive practice understanding the viewpoints of headteachers within England towards inclusion is crucial.

2.2 Systematic Literature Review

2.2.1 Background and review question

The narrative review has highlighted the importance of headteachers' views towards inclusion and provided a rationale for a further *systematic* literature review specifically exploring the following question:

What does current research tell us about the views of headteachers towards inclusion?

2.2.2 Search process

The search criteria were selected based on the review question, although it was deemed necessary to include synonyms to ensure that all relevant research articles were located during the search. For example, the researcher selected to include the terms "principal" and "headteacher" as many countries outside of the UK use the term principal to refer to the head of a school.

Table 2.1 provides an overview of the databases searched, the search terms utilised and the number of results each search generated.

Table 2.1 – A table to show the overview of databases searched, search terms used and results generated.

Database	Search Terms	Results *(Already filtered to only show peer-reviewed journals and studies published after 2010)*
Ovid PsycINFO	(Headteacher OR Principal) AND (Inclusion OR Inclusive Education) AND (Views OR Attitudes OR Viewpoints OR Perceptions OR Perspective OR Opinions OR Standpoints OR Outlooks)	48
Applied Sciences Index and Abstracts	(Headteacher OR Principal) AND (Inclusion OR Inclusive Education) AND (Views OR Attitudes OR Viewpoints OR Perceptions OR Perspective OR Opinions OR Standpoints OR Outlooks)	46
ERIC	(Headteacher OR Principal) AND (Inclusion OR Inclusive Education) AND (Views OR Attitudes OR Viewpoints OR Perceptions OR Perspective OR Opinions OR Standpoints OR Outlooks)	55

2.2.3 Inclusion and Exclusion Criteria

Following the searches, the articles were screened using a set of inclusion and exclusion criteria, highlighted below in Table 2.2. The researcher used the advanced search facilities of the databases to filter the initial results to only show peer-reviewed journals and studies published after 2010.

The researcher selected to limit the inclusion of research to the last ten years. This was a pragmatic choice based on the following considerations:

- A desire to ensure that the research was contemporary and relevant
- A desire to ensure the systematic literature review was manageable and adequately completed given the researcher's time constraints
- An acknowledgement that educational policies and directions can shift rapidly requiring the researcher to delineate to ensure the most up to date views were captured

Ferguson et al (2007) acknowledge that it is acceptable for systematic reviews to focus upon recent research as educational policy and scientific understanding rapidly change. In addition, if any research had been completed within the UK, 2010 was deemed a sensible starting point for inclusion criteria as this is when the coalition government came into power and implemented several changes relating to the educational policy including a noticeable shift in rhetoric regarding inclusion.

Table 2.2: A table to show the inclusion and exclusion criteria used to evaluate studies for this systematic literature review.

	Inclusion Criteria	Exclusion Criteria
Participants	Headteachers or principals of educational settings catering for students aged 0-25	Not headteachers or principals of educational settings catering for students aged 0-25
Focus	Primary focus is on exploring the views of headteachers or principals **AND** Inclusion – Inclusive Education	Primary focus is not on exploring the views of headteachers or principals. **OR** Primary focus is not concerning Inclusion or Inclusive Education. **OR** The research was an evaluation of an intervention or programme. **OR** The research integrates the views of headteachers with other professionals in a manner which means the perspective of that professional role cannot be specifically understood.
Date	Published since 2010	Published before 2010
Type of Article	Peer-reviewed journal	Descriptive article Book Book review Dissertation Journal editorial
Country of origin	All countries	
Research Approach	All empirical research approaches	

The titles and abstracts of the 149 search results were reviewed using the above criteria, duplicate studies were removed. Where ambiguity was present in the abstract the researcher accessed the full text to establish if it met the criteria. This refined the number of articles to seven which would be included in this review. Please see table 2.3 for a table of the included studies. In addition, the researcher selected to exclude studies that investigated:

- The views of headteachers towards their specific role in inclusion rather than their views about inclusion.
- The views of headteachers regarding the individual circumstances of case study examples featuring aspects of inclusion.
- How views towards inclusion interact with headteachers' intentions for inclusive education and practice with no discussion of the headteachers' views towards inclusion.

This decision was made as the primary subject being focused upon within these excluded studies was not views/viewpoints towards inclusion, but rather headteacher views/viewpoints about their role, their intentions or very specific aspects of inclusion within case studies.

Table 2.3: A table to show the included studies within the systematic literature review

Author & Year	Title
Boyle & Hernandez (2016)	An Investigation of the Attitudes of Catholic School Principals towards the Inclusion of Students with Disabilities
Conrad & Brown (2011)	Fostering inclusive education: principals' perspectives in Trinidad and Tobago
Graham & Spandagou (2011)	From vision to reality: views of primary school principals on inclusive education in New South Wales, Australia
Khochen & Radford (2012)	Attitudes of teachers and headteachers towards inclusion in Lebanon

Subba et al (2019)	Supporting students with disability in schools in Bhutan: perspectives from school principals
Urton, Wilbert and Hennemann (2014)	Attitudes towards inclusion and self-efficacy of principals and teachers in German primary schools
Wood, Evans and Spandagou (2014)	Attitudes of Principals Towards Students with Disruptive Behaviour: An Australian Perspective

2.2.4 Description of studies

Please see Appendix A for a detailed summary of the key features of each paper included within this literature review. Multiple studies sampled investigated the views of other professionals within the same study and often utilising different approaches, to prevent confusion the researcher has decided to only focus specifically upon aspects of each study that were viewed to be relevant to the review question.

2.2.5 Quality assessment

The researcher selected to use Gough's (2007) Weight of Evidence model with Pawson et al's (2003) TAPUPAS model to assess the quality of these papers in line with Gough's recommendations (2007). Please see Appendix B for a greater description of the TAPUPAS model.

The weight of evidence framework has three sections:

- Weight of Evidence A
    - A generic judgement regarding the integrity and coherence of the paper. The TAPUPAS model used within the Weight of Evidence model breaks this down into four components; Transparency, Accuracy, Accessibility and Specificity.
- Weight of Evidence B

    - A review-specific judgement is conducted regarding how appropriate the paper's methodology is for addressing the review question. The TAPUPAS model dimension for this section is Purposivity.
- Weight of Evidence C
    - A review-specific judgement of whether the focus or approach of the study is appropriate for the review question. The TAPUPAS model deconstructs this section into Utility and Propriety.

The papers included within this systematic literature review were assessed according to these dimensions and given a rating of High (H), Medium (M) or Low (L). Appendix C includes a table of the researcher's ratings of these papers across all dimensions of the TAPUPAS model.

To summarise the quality assessment:

- The judgement was that papers by Conrad & Brown (2011), Graham & Spandagou (2011), Khochen & Radford (2012), Subba et al (2019), Urton, Wilbert and Hennemann (2014) and Wood, Evans and Spandagou (2014) were of medium quality overall.
- Boyle and Hernandez's (2016) paper was judged as high quality overall.
- The "propriety" dimension of all papers was rated as high.
- All papers received judgements of high for the quality of their Transparency bar Conrad and Brown (2011) which was judged as medium. This was because Conrad and Brown's (2011) paper lacked clarity in their specific purpose. They present a clear narrative of the background of inclusion in Trinidad and Tobago and the importance of leadership but failed to link this to the purpose they outline of exploring "*the perceptions of 18 elementary school principals in urban T&T about inclusive education"* (Conrad and Brown, 2011, pg.1021).
- Conrad and Brown (2011) received a low rating for accuracy as they provided very little clarity regarding some of the results they claimed to have found. For example, they discuss the "*philosophical readiness*" of principals towards inclusion but it is not transparent which specific sections of their results this discourse refers to.

- Graham and Spandagou (2011) and Urton, Wilbert and Hennemann (2014) received judgements of low for their Utility. This was because they provided limited information regarding the attitudes of headteachers towards inclusion as a holistic concept. Graham and Spandagou (2011) discussed how the attitudes of principals towards inclusion related to other factors but did not discuss what the attitudes held by principals were in-depth. Urton, Wilbert and Hennemann (2014) used a quantitative method of measuring principals' attitudes towards inclusion but provided limited information of what these attitudes were and whether a range of views were found within this sample. Urton, Wilbert and Hennemann (2014) focused predominantly on analysing the relationship between the attitudes of principals towards inclusion and the attitudes held by their staff, it is for this reason they also received a judgement of low for Purposivity as the focus was not on exploring the views of principals.
- Khochen and Radford (2012) received a low judgement for Specificity and Accuracy. The paper had aimed to investigate the attitudes of primary mainstream headteachers towards inclusion yet they only sampled headteachers who had the experience of working within an inclusive setting, limiting the generalisability of the findings. In addition, the sample size was very small (n=3) meaning a limited number of views were captured from a large profession and the reporting of the results was unclear at times. For example, the sentence "*headteachers, on the whole, indicated positive attitudes about including all types of disability*" (pg. 146-147) provides no clarity on whether it was all headteachers who held these attitudes, or two.
- Wood, Evans and Spandagou (2014) received a low judgement for Accessibility as the results section was challenging to read and interpret and had low accessibility for a reader.
- The papers all utilised varying measures and approaches to ascertain the views of headteachers towards inclusion. This made it challenging to draw comparisons clearly between the findings.
- One limitation which was found within multiple papers was that they selected their sample based on criteria that may not lead to an accurate representation of the views of a wider population of headteachers (Boyle & Hernandez, 2016;

Conrad & Brown, 2011; Graham & Spandagou, 2011; Khochen & Radford, 2012; Subba et al, 2019).

2.2.6 Synthesis

As the methodologies and measures varied dramatically between the papers reviewed a qualitative method was selected to synthesise the papers. Four themes emerged:

(*For the sake of consistency, the researcher will use the term "headteacher" in this discussion despite the role within some research papers being identified as a principal)*

2.2.6.1 Theme 1: Headteachers had overall positive attitudes towards inclusion but concerns regarding total inclusion.

The research indicated a range of views exist regarding inclusion within the headteacher population, but overall views towards inclusion can be understood to be positive (Boyle & Hernandez, 2016; Conrad & Brown 2011; Khochen & Radford 2012; Subba et al 2019; Urton, Wilbert and Hennemann 2014; Wood, Evans and Spandagou, 2014).

2.2.6.1.1 Views regarding the outcomes of inclusion

A number of researchers found that headteachers held the view that inclusive practices were related to positive outcomes for students with additional needs, their peers and staff (Khochen & Radford, 2012; Subba et al, 2019). Wood, Evans and Spandagou's (2014) identified a conflicting view held by some headteachers that including children with challenging behaviour is detrimental to staff and the student's peers.

Wood, Evans and Spandagou (2014) and Urton, Wilbert and Hennemann (2014) identified that headteachers held positive views regarding the academic benefits of inclusion for students with additional needs. However, these authors identified different views within the role regarding whether there are social benefits to inclusion.

2.2.6.1.2 Headteachers' views about "total inclusion" and practical concerns

Within the synthesised research there was a range of views regarding the practical implementation of "total inclusion", total inclusion referring to the inclusion of all students with additional needs within mainstream settings (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012). Headteachers within the research were divided, some supporting "total inclusion" and voicing their readiness to embrace all students (Conrad & Brown, 2011; Khochen & Radford, 2012) and others voicing their practical concerns regarding; enrolling students with certain types of needs (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012), the inadequacy of mainstream school preparation for inclusion (Boyle & Hernandez, 2016) or the efficacy of inclusion (Conrad & Brown, 2011).

2.2.6.1.3 Ideological and practical considerations within the views of headteachers

Within the sampled research headteachers overall appeared to hold positive views regarding the underpinning ideology and philosophy of inclusion. The research did demonstrate headteachers held practical concerns however regarding its implementation (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012). The research highlighted that unfavourable views about inclusion may be underpinned by concerns regarding practical barriers such as resourcing rather than a philosophical opposition to the ideology of inclusion. An exception to this was found within Conrad's and Brown's (2011) research in which some headteachers held the view that students do not benefit enough from inclusion to justify its implementation highlighting an ideological opposition.

2.2.6.1.4 The impact of individual circumstances upon views held towards inclusion

Headteachers who led schools in which there were a greater number of students with additional needs held more positive views regarding inclusion (Boyle & Hernandez, 2016; Wood et al., 2014). Graham & Spandagou (2011) identified that a headteacher's view of inclusion and their perception of what successful

implementation of inclusion looks like is related to their understanding of the meaning of inclusion, the characteristics of their school community and their perceptions of the attitudes and capacity of their staff. These findings indicate that background factors of the headteacher, their educational setting and their perceived norms may impact upon a headteachers view regarding inclusion.

2.2.6.1.5 A profession with a range of views?

It was challenging to synthesise the findings of the literature due to the variance in methodological approaches used to measure views and the different focuses within each study. It is hard to draw conclusive statements regarding the views of headteachers towards inclusion as variance existed across studies. This is significant as it highlights that within the headteacher profession a range of views appears to exist at a practical and ideological level about inclusion. No research has explored what this range of views may be, nor apparently has any previous research investigated if there are patterns of convergent or divergent shared views otherwise known as viewpoints within the headteacher role about inclusion.

2.2.6.2 Theme 2: Variance in headteachers' understanding of the meaning of inclusion

Headteachers were found to conceptualise inclusion in different ways within the research. This is not surprising given the lack of accurate conceptualisation and definition at a governmental and research level. Conrad & Brown (2011) found that headteachers appeared to all agree that it refers to the placement of all students in mainstream settings but they held different views regarding whether it was unconditional, based on resources, the support they would receive from external services and whether students would be placed in resource bases or mainstream classes. Further, Graham and Spandagou (2011) found headteachers held multiple meanings for the term "inclusion" and little recognition of the philosophies behind the term. Headteachers within certain studies appeared to hold an understanding of inclusion which would commonly be understood as integration rather than inclusion (Graham & Spandagou, 2011).

2.2.6.3 Theme 3: Headteachers held different attitudes towards the inclusion of children based on their type of need.

Research demonstrated that a student's type of need may impact upon a headteacher's view of whether that child can be successfully included within a mainstream setting (Boyle and Hernandez, 2016; Graham & Spandagou, 2011; Khochen & Radford, 2012). Graham & Spandagou (2011) identified the severity of the student's condition or behaviour impacted the degree to which some headteachers perceived the child could be included.

Boyle and Hernandez (2016) found a large proportion of headteachers within their study voiced they would be unwilling to enrol students with traumatic brain injuries, an intellectual disability or multiple disabilities. Over 10% of their sample shared they would be unwilling to enrol students with visual and hearing impairments, physical disabilities, developmental delay, autism and emotional and behavioural disorders (Boyle and Hernandez, 2016).

Khochen & Radford (2012) identified a common view held by headteachers within their sample was that not all students can be successfully included and that the most challenging to include are students with social, emotional and behavioural needs or students described as having "mental difficulties". A small correlation was identified by Wood, Evans and Spandagou (2014) that as the size of a setting increased the headteacher's view of the impact of the inclusion of students with challenging behaviour was more favourable.

The literature reviewed highlights that individual characteristics or circumstances of a child or the headteacher can impact upon a headteacher's view regarding inclusive practice. This demonstrates that inclusion is a highly complex topic and it would be of value to explore the holistic viewpoints of headteachers about inclusion given the subtle nuances demonstrated within this research synthesis.

2.2.6.4 Theme 4: Headteachers hold a range of views regarding factors that are important for inclusion

There were several factors that headteachers identified within the research that facilitated or inhibited inclusion. The primary factor which was consistently raised

across a wide range of studies was that of resourcing and funding, which headteachers identified to have an impact upon the capacity to include all students and as vital for the successful implementation of inclusion (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Graham & Spandagou, 2011; Khochen & Radford, 2012; Wood et al., 2014). Wood, Evans and Spangdou (2014) measured the semantic response of headteachers towards three vignettes (V) which described; students with intellectual, physical and sensory needs (V1), students with disruptive behaviour with no funding attached (V2) and students with disruptive behaviour but funding was attached (V3). Funding mediated a more positive semantic response to students with challenging behaviour. The validity of this measure is unknown but this finding indicated headteachers have more positive emotional responses to including students with challenging behaviour even within vignettes when funding is provided.

The following were key factors that emerged from the synthesis of research identified by headteachers to be important for the implementation of inclusion:

Staffing

- Headteachers shared their views that to support inclusion they required more specialised teaching staff (Subba et al., 2019; Khochen & Radford, 2012) and increased levels of training in topics relevant to inclusion for staff (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012; Subba et al., 2019).
- Headteachers identified that barriers to inclusion currently include a lack of experience in their staff group in supporting a range of needs and negative attitudes held by staff towards inclusion (Boyle & Hernandez, 2016; Conrad & Brown, 2011).

Collaboration within a setting, with parents and with other educational settings

- Headteachers identified that collaboration within the setting, with the wider school community and other educational settings to problem-solve and manage resources supports inclusive practice (Conrad & Brown, 2011). Boyle & Hernandez (2016) presented a discussion that collaboration is an intrinsic part of effective inclusive practice yet a large percentage of headteachers shared that limited CPD is focused upon team building or collaboration.

School culture

- Headteachers identified the importance of a shared understanding of inclusion within a setting and the importance of school culture for inclusion (Conrad & Brown, 2011; Graham & Spandagou, 2011)

Parents and wider societal view of inclusion

- Headteachers identified that a barrier to inclusion presently are parents who are either hostile towards inclusion or not supportive (Conrad & Brown, 2011; Khochen & Radford, 2012; Subba et al., 2019).
- Subba et al (2019) found that headteachers identified that wider societal acceptance of SEN is required to support the success of inclusion.

Curriculum and wider educational policies

- Subba et al (2019) and Graham and Spandagou (2011) found that headteachers' identified that wider educational systems and educational policy impact upon a setting's ability to be inclusive presently.
- Khochen & Radford (2012) and Subba et al (2019) found that headteachers held views that the curriculum requires modification to support inclusion.

2.2.7 Limitations

This review has a number of limitations. The quite restrictive inclusion and exclusion criteria designed to ensure that all papers sampled were relevant to the research questions limited the number of research papers eligible for this review and therefore its scope.

The researcher was aware of the limited amount of research regarding this topic area within the UK so selected to not filter studies by a regional context. This has implications for drawing valid insight from the research regarding what views may be held within the UK headteacher population as literature has highlighted that inclusion is often uniquely understood within the context of a society's culture, history and politics (Brown, 2018; Fuchs & Fuchs, 1994; Mitchell, 2005).

The quality assessment was rather fundamental in its nature and open to subjectivity which in the researcher's eyes is the largest limitation this systematic literature

review faces. A more systemic method for assessing the quality of research may have been appropriate, potentially with the inclusion of multiple reviewers to enable inter-rater reliability regarding the quality assessment.

The researcher also reflects upon their limited analysis of research methodologies within the review: this was in part due to the varying levels of information provided regarding the methodologies within the papers, which in of itself a reflection. In future, a more in-depth analysis regarding the methodological choices of the papers may be more conducive to a detailed review.

2.2.8 Conclusions and implications

The original question posed by this review was:

What does current research tell us about the views of headteachers towards inclusion?

The review demonstrated that there is a limited amount of research in this area and within an English context. Given the understanding within the literature that culture, history and politics have a significant impact upon views towards inclusion it makes it challenging for valid generalisations to be drawn from this review to an English context (Al-Mahdy and Emam 2018; Brown, 2018; Fuchs & Fuchs, 1994; Mitchell, 2005).

Overall, the researcher would argue the literature highlighted headteachers predominantly viewed inclusion positively although there were conflicting views held, especially regarding the practical implementation of inclusion.

Views that could be perceived as unfavourable regarding the implementation of inclusion appeared to be underpinned predominantly by headteachers' practical concerns of resourcing, although, some held concerns about the efficacy of inclusion (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012). This review identified that there appear to be differences in the views held by headteachers towards inclusion at a philosophical and practical level.

Conceptualisation of the meaning of inclusion appeared to vary among headteachers, this is not surprising given that scholars and legislators find it equally

difficult to present a coherent unified definition of this concept (Conrad & Brown, 2011; Graham & Spandagou, 2011). The most consistent factor identified by headteachers for facilitating the implementation of inclusion was funding and resources (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Graham & Spandagou, 2011; Khochen & Radford, 2012; Wood et al., 2014). Staffing factors, collaboration, school culture, parent and wider societal views and the educational curriculum were also identified as factors that can facilitate inclusion.

A number of the papers reviewed identified that a student's needs or the levels of needs within an educational setting can impact upon a headteacher's view regarding inclusion (Boyle and Hernandez, 2016; Graham & Spandagou, 2011; Khochen & Radford, 2012). The literature highlighted a headteacher's individual and cultural context can impact upon their constructed viewpoint of inclusion.

The review highlighted a void in understanding how headteachers may subjectively make sense of and evaluate the various sub-issues of inclusion in relation to each other. It is the researcher's view that it is important at this stage given the limited research enabling any prior postulation, to inspect how mainstream headteachers apply meaning to inclusion holistically rather than breaking this extremely complex topic into themes for inspection.

Inclusion is focused upon maximising the participation of all learners within mainstream settings so a logical first step is to explore the *range* of viewpoints held by **mainstream** headteachers towards inclusion (BPS, 2002; UNESCO, 1994). Understanding how these individuals who are critical for the implementation of inclusion due to the cultural influence, holistically view the subject would be extremely beneficial.

While the review has identified some of the *views* and *attitudes* of headteachers towards inclusion, no research has sought to explore and identify the *viewpoints* held within this population towards inclusion. While authors disagree regarding the importance of specificity of terminology when referring to these constructs and their underlying finer details, the researcher thinks it is important to make this distinction (Brown, 2014, cited in Hallam 2014; Watts & Stenner, 2012). Hallam (2014, pg.39) discusses that viewpoints are the "*subjective nature of how a group of people construct the same concept"*. A viewpoint represents a range of views and attitudes

regarding a holistic topic and its various sub-themes, which are drawn together to form an overarching viewpoint, which in turn represents a pattern of convergent construing within a population. It has been argued there are a limited number of distinct viewpoints which can be held regarding a topic (Brown, 1980; Small, 2011). The investigation of *viewpoints* aligns with the research aim to investigate the range of ways in which a group of headteachers construe the same concept: inclusion.

2.3 Rationale and research questions

Despite a renewed pledge towards committing to inclusive practice within education by the UK government (Department for Education and Department of Health, 2015), more children are now being educated in segregated educational settings and a disproportionate number of students with additional needs are being excluded from accessing education (Department for Education, 2020; House of Commons Education Committee, 2019).

There is, however, an emerging research evidence base demonstrating the positive impact of inclusion for all learners, meaning there is not only a rights-based argument for the adoption of inclusion but an empirical one (Brown 2018; EASNIE, 2018; Lambert & Frederickson., 2015; Lindsay., 2007; Ruijs & Peetsma., 2009; Szumski, et al., 2017).

Research has highlighted that there a number of key factors which impact upon the successful implementation of inclusion (Dimitrellou et al., 2018; Schuelka, 2018; UNESCO, 2017), a significant factor being the leadership of headteachers who are strategically placed to facilitate the success of inclusion through their actions and interpretation of educational policy (Billingsley et al., 2018; Causton et al., 2013; Rapp, 2010).

Literature has provided a theoretical psychological model (Fishbein & Ajzen, 2010) to understand how an individual's attitude may impact upon their behavioural intention and their behaviour. In this review, this was used to understand how the views of headteachers towards inclusion may directly impact upon their behaviour regarding inclusion, this was supported by an emerging evidence base within research.

The systematic literature and narrative literature review have highlighted that headteachers may hold a range of views about inclusion and make sense of this

complex topic in different ways. The literature review highlighted that research in this area has thus far been concerned with understanding the individual lived experiences of headteachers regarding inclusion or providing a summative view of the population towards aspects of inclusion. No contemporary research has explored and identified the *range* of *viewpoints* within the mainstream headteacher population within an English context in relation to inclusion as a holistic topic.

Given the positive empirical evidence base and rights-based argument for inclusion, the importance of the headteachers' role in inclusion and the link between the viewpoint of an individual and their behaviour. It is the view of the researcher that there is a clear rationale to conduct an exploratory piece of research to explore and identify the range of *viewpoints* held by mainstream headteachers within England regarding inclusion. The researcher believes a focus should be placed on understanding and exploring viewpoints as it is important to understand how this population of headteachers construct similar or divergent understandings of inclusion (Hallam, 2014).

Understanding prevailing viewpoints within this population will complement the existing exploration of individual subjectivity (Watts & Stenner, 2005). Developing this understanding will support policymakers and wider educational bodies to:

- Understand the *range* of viewpoints held within this population towards inclusion.
- Identify which factors headteachers perceive to facilitate or inhibit the implementation of inclusion.
- Understand if there is a pattern of construing inclusion that may be preventing the implementation of inclusion.
- Tailor educational initiatives and policy development to promote positive viewpoints and remove the perceived barriers to inclusion.

These are the primary research questions of this study:

1. What are the viewpoints of mainstream headteachers within England towards inclusion?
2. What do these viewpoints tell us regarding how inclusion may be supported within mainstream settings in an English context?

3. Methodology and procedure

Chapter 3 will focus on exploring the methodology and procedural aspects of the research. The structure of the chapter will be as follows:

- Aims and background of Q-methodology
- Epistemological standpoint adopted within this research
- A consideration of alternative research designs
- Justifying the use of Q-methodology
- Overview of the Q-methodological procedure
- Procedure for this Q-methodology research

3.1 Aims and background of Q-methodology

3.1.1 The aims of Q-methodology

Q-methodology (Q) can be best understood as a systematic research approach that aims to explore and identify shared viewpoints or understandings about complex or socially-contested concepts amongst a group of participants (Cross, 2005; Hallam, 2014; Stainton Rogers, 1995; Watts & Stenner, 2005). Q seeks to dynamically explore and measure subjectivity using a strict combination of a Q-sort activity followed by by-person factor analysis (Coogan & Herrington, 2011; Watts & Stenner, 2012). The Q-sort enables participants to represent their holistic viewpoint regarding a subject in a way in which it can be held for inspection and comparison (Coogan & Herrington, 2011). The factor analysis component enables the identification of groupings of participants who make sense of a topic in a similar fashion (Watts & Stenner, 2005). For the goals of this research, Q-methodology provides a helpful approach to explore headteachers' *viewpoints* about the complex concept of inclusion and to determine patterns of similar viewpoints that might be held within this population.

3.1.2 Q-methodology background and outline

Q-methodology was first discussed in a letter written by William Stephenson, a British psychologist and physicist to the journal *Nature* in 1935. Stephenson's view

was that the dominant hypothetico-deductive methodologies within psychological research at that time did not sufficiently capture individual differences and subjectivity effectively (Watts & Stenner, 2012). Stephenson argued that these methods broke down holistic individuals into fragmented variables or attributes with no method of re-piecing these individuals back together to allow for a meaningful and full comparison of individual differences (Watts & Stenner, 2012).

Q-methodology was his response: it provides a scientific framework for researchers to inspect subjectivity and social perspectives within a population in a holistic fashion (Coogan & Herrington, 2011; Watts & Stenner, 2012; Webler et al., 2009).

Fundamentally Q-methodology is an innovative adaptation to Spearman's factor analysis. In essence, it inverts the statistical technique employed in factor analysis to instead focus upon by-person correlations rather than by-variable correlations. This enables the methodology to systematically group individuals who may share similar viewpoints, to allow researchers to understand patterns of subjectivity - convergences or divergences in social perspectives - within a population (Brown, 1980; Ramlo, 2016; Watts & Stenner, 2012).

3.1.3 Subjectivity within Q-methodology

A particular challenge faced by Q-methodology in its early development was finding an appropriate method for capturing subjectivity in a scientific manner that could be utilised within a factor analysis (Watts & Stenner, 2012). In response to this challenge, Stephenson devised the *Q-sort*, in which participants express their operant subjectivity by evaluating and ranking a set of stimulus items by their psychological significance to the individual (Watts & Stenner, 2012). The completed Q-sort provides a holistic configuration of an individual's subjective viewpoint in a reliable and scientific manner. The individual items only take on significance in the context of the participant's overall sort configuration (Watts & Stenner, 2005).

Stephenson understood subjectivity as an experience happening within the first-person perspective of the individual involved and argued this subjectivity can be objectively observed and measured by the individual's interactions with substantive objects (Watts & Stenner, 2012). This premise, that subjectivity can be

communicated and therefore systematically analysed, is key to Q-methodology (Small, 2011).

3.1.4 An abductive approach

Q-methodology adopts an abductive approach towards hypothesis development and is typically deployed for exploratory research.

Brown (1980) acknowledges that Stephenson (1961) viewed factor analysis as a methodological way of building upon Peirce's theory of Abduction. Abduction, as explained by Peirce (1931/1958, cited in Watts and Stenner, 2012), refers to an approach of studying and observing a phenomenon to generate hypotheses to explain why it has manifested in this manner (Watts & Stenner, 2012). Abduction treats observations as clues rather than facts in its pursuit of a "best guess" explanation (Shank, 1998; Watts & Stenner, 2012). It differs from induction as it does not seek to describe the phenomenon but rather to explain it and generate new theories (Watts & Stenner, 2012). Q-methodology openly rejects deduction and does not promote or impose a priori assumptions or hypotheses (Watts and Stenner, 2005). Within Q-methodology it is participants who apply significance and meaning to the data rather than the researcher or methodology (Watts & Stenner, 2005). Abductive logic is particularly important for framing the researcher's role in factor rotation and factor interpretation (Watts & Stenner, 2012).

3.1.5 The UK and wider context

Q-methodology re-emerged as a research methodology within the UK in the late 80s and has been predominantly adopted by social constructionists exploring ***shared*** attitudes or ***social*** representations of a population (Stainton Rogers & Stainton Rogers, 1990). To social constructionists the self-referential aspect of each configuration is discussed to be of little value, rather it is the holistic configurations and their use to explore best estimate patterns of social attitudes that are of importance (Stainton Rogers & Stainton Rogers, 1990).

Within educational research, Q has been deployed to investigate topics such as the value of professional development, perspectives on science instruction and teachers'

viewpoints regarding strategies to prevent school exclusion (Barnes et al., 2015; Cooper et al., 2018; Hallam, 2014; Rodl et al., 2020)

3.2 Epistemological standpoint adopted within this research

Epistemology and ontology can be understood as the researcher's beliefs regarding the nature of knowledge, and the nature of reality respectively (Guba & Lincoln, 1994; Hallam, 2014). In undertaking the current research, the researcher adopted what can be described as a pragmatic theoretical philosophical position in terms of their epistemological and ontological standpoint.

Pragmatism was born from the rejection of the traditional assumptions regarding epistemology and ontology, instead proposing researchers should use the most appropriate philosophical or methodological approach to answer the research problem posted (Kaushik & Walsh, 2019). Pragmatist scholars rejected the notion that social science research can solely use a single research method to access reality (Kaushik & Walsh, 2019; Maxcy, 2003). Biesta (2010, pg 97) argues that:

"*Pragmatism should not be understood as a philosophical position among others, but rather as a set of philosophical tools that can be used to address problems*"

It is argued that pragmatism does not subscribe to the mind-matter dualism, instead proposing that knowledge is developed through a dynamic relationship between one's actions and their consequences (Biesta, 2010). It suggests that actions cannot be disentangled from the context and situations in which they occur or an individual's past experiences and beliefs (Kaushik & Walsh, 2019; Morgan, 2017). Pragmatism suggests that knowledge is both unique to an individual but also socially shared, proposing there can be single or multiple realities that can be empirically measured (Kaushik & Walsh, 2019; Morgan, 2017).

If we propose that paradigms are on a continuum between positivism and constructivism, pragmatism can be understood to be located in the middle (Teddlie & Tashakkori, 2006). It is grounded in the belief that the acquisition of knowledge is a continuum between objectivity and subjectivity (Kaushik & Walsh, 2019). A pragmatic standpoint promotes an abductive approach which includes moving between deduction and induction as required (Brierley, 2017).

It has been argued that pragmatism values philosophical assumptions less than other paradigms, instead, focusing on “what works” to answer a particular research question enabling researchers to draw upon a range of different ontological and epistemological tools based on the research inquiry (Brierley, 2017; Kaushik & Walsh, 2019; Morgan, 2017; Onwuegbuzie & Johnson, 2006). An important aspect of pragmatism is the acknowledgement of the researcher’s role and how their world view, experiences and beliefs play a role in what they view as important and the methodology they utilise (Morgan, 2007).

The researcher embraced pragmatism because it provided them with the ability to thoughtfully consider and adopt the most suitable design methodology to investigate the research questions posed (Brierley, 2017).

3.3 A consideration of alternative research designs

A number of alternative research designs were considered before the researcher decided that Q-methodology was the most appropriate and the best fit for addressing the research question.

As the researcher held no a priori assumptions or hypotheses, experimental research methods were ruled out immediately as being inappropriate due to their deductive approach. Two approaches have typically been employed within existing literature in this area this research is concerned with:

- Survey designs using self-report measures to collect quantitative and/or qualitative data. A range of analytical methods have been utilised including constant comparative method (Conrad & Brown, 2011), multi-level modelling (Urton et al., 2014) and exploratory factor analysis (Wood et al., 2014).
- Interview designs using semi-structured or open-ended interview techniques and qualitative analyses including inductive content analysis (Graham & Spandagou, 2011; Khochen & Radford, 2012).

The researcher, however, held concerns about using typical qualitative research designs such as interviews or self-report questionnaires. It was felt that headteachers may not have pre-existing clear narratives regarding inclusion or the time to prepare appropriately which may have led to difficulties with them articulating

their viewpoint coherently during interviews (Baker et al., 2006). Q-methodology overcomes this limitation by providing the participants with pre-existing statements through which to construct their subjective viewpoint. While an argument might be made that this could limit the participant's response, a rigorous and systematic approach towards concourse and Q-set development can ameliorate such concerns by ensuring the Q-set is representative of all aspects of inclusion (Cross, 2005).

Further, while interviews can generate rich data regarding the views of a population, they risk leaving researchers with the challenge of constructing *their own understanding* of the range of viewpoints held (Bradley & Miller, 2010). With typical qualitative analysis techniques, a researcher can acknowledge their input and use reflexivity and triangulation to ensure a trustworthy account is presented, however, the output still has the potential to be tied to *their* expectations (Baker et al., 2006). This was not foreseen as a limitation faced by Q-methodology as it is the participants who reveal their viewpoint, enabling unexpected perspectives to emerge which may not have been considered by the researcher (Baker et al., 2006). Q-methodology hence provides a more objective way of making sense of participants' subjectivity (Plummer, 2012).

Self-report questionnaires typically deconstruct a subject into components via questionnaire items for analysis, preventing a holistic understanding of how participants make sense of the topic (Watts & Stenner, 2005). This same concern can be levelled at discursive or interpretative phenomenological approaches to qualitative analysis, which seek to break the subject matter down into a series of themes (Watts & Stenner, 2005). A key goal of this research was to explore the holistic and "gestalt" viewpoints held by headteachers, and Q-methodology provides a method for analysing and making sense of viewpoints in this holistic sense (Plummer, 2012; Watts & Stenner, 2012).

Discourse analysis was rejected because this research is not interested in exploring microscopic differences in views but rather holistic viewpoints. Exploratory factor analysis was rejected because this research was not interested in a summative understanding of general viewpoints held by headteachers but the range and diversity of viewpoints within this population.

(A more detailed account of the reasons behind the rejection of such approaches at the design stage can be found in Appendix D)

3.4 Justifying the use of Q

It was ultimately the researcher's view that Q-methodology represented the most appropriate research design to answer the current research questions, not least since Q-method excels at capturing the holistic viewpoints of participants about a topic and reveals clusters of viewpoints that are approximately alike (Plummer, 2012; Small, 2011). It was felt that such an approach would enable the researcher to explore *shared* viewpoints within this population regarding inclusion, and bring coherence to a topic that certainly does have complex and socially contested elements (Stainton Rogers, 1995; Watts & Stenner, 2005).

Q also aligned with the researcher's pragmatic epistemological and ontological standpoint as in its very design it combines multiple epistemologies and ontologies to bring sense to complex topics (Ramlo, 2016). Indeed, the researcher would argue that Q-methodology embodies the core tenants of pragmatism, rejecting the notion that subjectivity and objectivity are separable and embracing an abductive approach (Biesta, 2010; Kaushik & Walsh, 2019).

3.5 Overview of the Q-methodological procedure

Since its inception as a methodology, there have been frequent misunderstandings and misrepresentations of Q-methodology and its procedure within literature (Watts & Stenner, 2005). Multiple researchers have created "primers" or guides for the use of Q-methodology to alleviate the misconceptions and support its implementation (Watts & Stenner, 2005, 2012; Webler et al., 2009). In the interest of clarity, the researcher will provide a summary of the Q-methodology process before discussing how it was procedurally implemented within this study.

Q-methodology can be understood to have five discrete stages:

1. Identifying and developing a concourse
2. Developing a Q-set
3. Identifying and selecting a P set

4. Administration of the Q-sort
5. Factor analysis and interpretation

(Brown, 1980; Hallam, 2014; Webler et al., 2009)

3.5.1 Concourse development

The first step in Q-method research is the development of the concourse. Most typically a concourse is the overall population of heterogeneous statements that can be made regarding a topic (Watts & Stenner, 2005). A concourse should capture all of the sub-issues of the topic and a variety of different perspectives regarding the topic if it aims to be wholly representative (Coogan & Herrington, 2011).

A range of sources can be drawn upon to construct the concourse including academic literature, media, public documents and informal discussions (Coogan & Herrington, 2011; Cross, 2005; Watts & Stenner, 2005). Typically, interviews with members of the target population are employed to support the construction of the concourse and sample statements, so that the statements are directly sourced from the population in their language (Coogan & Herrington, 2011; Webler et al., 2009).

To support the development of the Q-set, concourse statements should be clear, concise standalone sentences that are easy to understand and read (Webler et al., 2009). Literature highlights the importance of each statement allowing the participant to respond to the sorting instruction appropriately and apply their own subjective meaning to it (Watts & Stenner, 2012; Webler et al., 2009).

3.5.2 Developing the Q-set

From the larger concourse, a sample of statements are strategically selected to form the Q-set for participant sorting (Webler et al., 2009). An emphasis is placed on rigorously refining the concourse in a way in which the final Q-set is representative of the entire concourse and covers all relevant aspects of the subject (Cross, 2005; Plummer, 2012; Watts & Stenner, 2012).

Literature identifies that piloting the Q-set with knowledgeable participants can support the refinement of the statements (Sexton et al., 1998). Each item should provide a unique contribution within the Q-set and include just a single proposition so

that there is clarity regarding the participant's evaluation to support the interpretation (Watts & Stenner, 2012).

The ideal number of items within a Q-set is highly contested within the literature, although typically it is seen as appropriate to use between 40-80 items (Stainton Rogers, 1995; Watts & Stenner, 2012; Webler et al., 2009). Webler et al (2009) identify that the aim is to achieve a balance between providing enough statements to enable a participant to adequately express their viewpoint, yet not making the task overly laborious.

3.5.3 Identifying the P-set

Within Q-methodology the participant group is referred to as the P-set. Opportunistic methods of sampling are typical and appropriate where the research is exploratory - since there are no a priori assumptions to guide a strategic sampling approach (Watts & Stenner 2005).

Watts and Stenner (2012) caution that with too many participants, finer patterns within the data can be missed and the quality of the research can deteriorate. They, therefore, recommend limiting the number of participants in the same way that one would also limit variables. Webler et al (2009) discuss that typically Q-researchers aim for a ratio of one participant to every three statements.

It is important that enough Q-sorts are completed so that a number of differing viewpoints can be extracted from the data, and each factor (viewpoint) has a sufficient number of participants loading onto it (Brown, 1980; Watts & Stenner, 2005). Of course, as Webler et al (2009) acknowledge, it is impossible to know beforehand who will map onto which factor, nor how many factors will emerge – hence, it is sensible to include excess participants where possible.

3.5.4 Q-sort administration

3.5.4.1 Instructions and the condition of instruction

The condition of instruction refers to the researcher's instruction to the participants regarding how they should sort the items during the Q-sort. It is informed by the

research question and guides the participants to sort the items by a “single face-valid dimension” (Watts & Stenner, 2012). Watts and Stenner (2012) identify that it is important that the condition of instruction contains a single proposition and is clear.

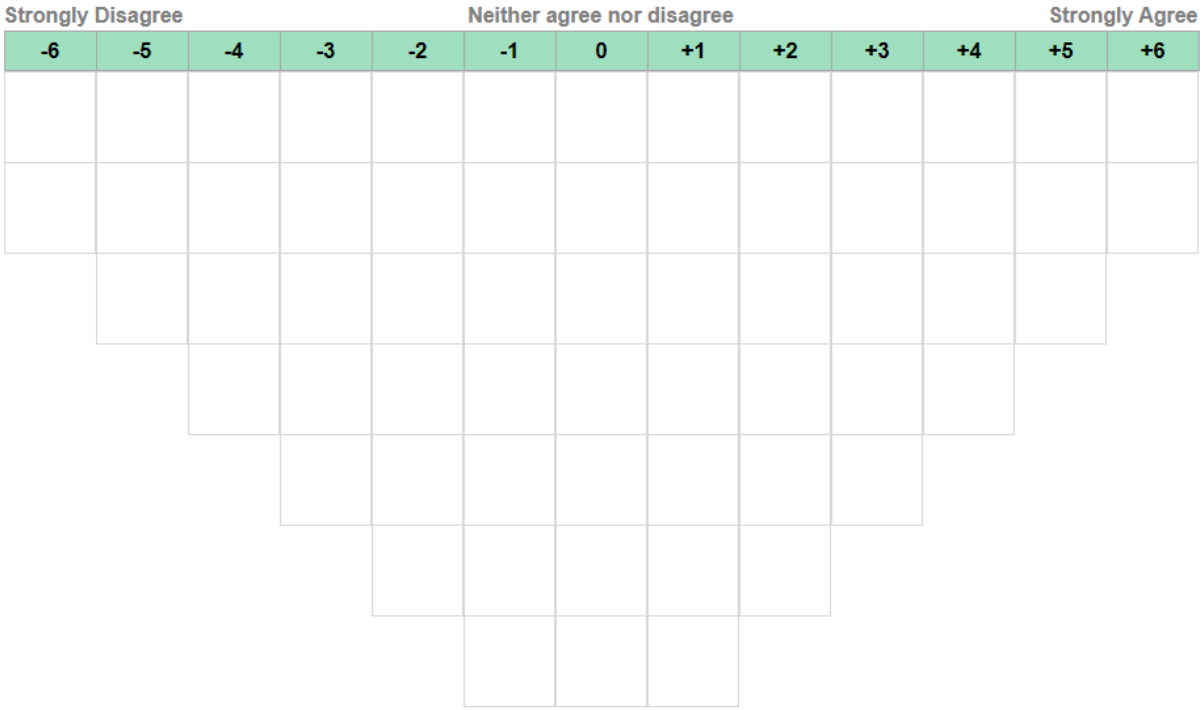
3.5.4.2 The Q-Sort

The Q-sort is the procedure in which participants evaluate and rank the items within the Q-set, and in doing so they express their subjectivity towards the topic (Brown, 1980; Watts & Stenner, 2012).

The first step in the Q-sort administration is to provide the participants with instructions to read and reflect upon each statement before they sort them into three piles depending on the condition of instruction, for example by the level of agreement: agree, disagree and neither agree nor disagree (Coogan & Herrington, 2011). This pre-sorting activity is suggested to support participants in the Q-sort activity as they have already categorised the Q-set items into smaller pools from which to make their referential sorting decisions (Coogan & Herrington, 2011).

Participants are then asked to sort the Q-set items onto a fixed quasi-normal distribution grid based on the condition of instruction, for example by the level of agreement (Watts & Stenner, 2005). Typically, researchers deploy normal distribution tables which employ an 11 or 13 point scale ranging from +5 to -5 or +6 to -6. The poles of the quasi-normal distribution grid would represent the extremities of agreement (+6) and disagreement (-6). Figure 3.1 below is the normal distribution grid used within this piece of research which employed a 13-point scale.

Figure 3.1 A figure to show the layout of the quasi-normal distribution grid utilised within this piece of research.



There is debate within literature regarding the use of a forced normal distribution vs free distribution for the sorting process. Key authors within the field maintain that forced distribution supports participants to conveniently sort the statements in a meaningful manner and reveals preferences by forcing participants to make clear distinctions in their sorting (Watts & Stenner, 2005; Webler et al., 2009). Brown (1980) demonstrated that distribution effects were negligible between the two approaches highlighting that a forced distribution is not restrictive in any meaningful manner.

Participants interpret the Q-set items and apply their own subjective meaning before ranking them referentially to the other Q-set items. A typical approach to support this activity is to ask the participants to begin their sorting at the poles of the grid with the items which are the most meaningful to the participant and then to work inwards. Instructions should highlight that a negative value on the column doesn't indicate they disagree with the item rather it indicates they relatively agree with it less than those they've placed above it on the scale.

Participants are encouraged to move Q-set items around at any point and review their final configuration to ensure they are satisfied with it. Following this, the

researcher denotes which statement has been placed whereupon the grid. Electronic platforms will complete this stage automatically.

3.5.4.3 Post sort information

The final stage of the Q-sort administration is to gain demographic information and some helpful qualitative data regarding the participant's Q-sort via a post-sort questionnaire or interview to assist in the interpretation of factors during data analysis (Brown, 1993; Webler et al., 2009). Watts and Stenner (2012) identify that demographic information is important to confirm and corroborate interpretations of factors. It is seen as particularly important to explore the meaning behind the participant's allocation of items to the extremes of the distribution.

3.4.5 Factor analysis and factor interpretation

The final stages within Q-methodology are the factor analysis and interpretation of the extracted factor arrays. Typically, a computer package such as PQMethod (Schmolck, 2014) is deployed to complete the factor analysis (Watts & Stenner, 2012; Webler et al, 2009). The researcher inputs the Q-sort configurations manually into PQMethod, the program then utilises four sequential stages for analysis;

1. The inter-correlation of whole Q-sort configurations is completed using by-person factor analysis to establish the level of agreement or disagreement between them. This produces a correlation matrix, which enables the investigation of which individual Q-sort configurations cluster together and form a "factor"
2. Factors are then extracted from the correlation matrix. A factor can be understood as a pattern of similarity between Q-sort configurations which represent a viewpoint of participants (Watts & Stenner, 2012). Centroid analysis is typically favoured by Q-researchers over Principal Component Analysis as it increases the researcher's ability to engage with the process of factor rotation in an abductive manner (Small, 2011; Watts & Stenner, 2012)
3. The third step is factor rotation, which is the process of seeking a factor solution that accounts for the greatest amount of study variance explained with the fewest factors possible while ensuring participants significantly load

onto just a single factor (Hallam, 2014). Researchers can draw upon an objective automated process that seeks the mathematical best factor solution or rotate the factors by hand (Watts & Stenner, 2012).

4. Once a factor solution has been decided these factors are then analysed and turned into factor arrays, providing a weighted average of all the Q-sorts that correlate highly with a factor (Plummer, 2012). Each factor array provides a "best fit" Q-sort configuration that represents an approximate viewpoint which is commonly held amongst the P-set (Brown, 1993).

Factor interpretation is the final step in the data analysis. The researcher draws upon post-sort qualitative data, previous research, theories and/or cultural knowledge to support their interpretation of each factor array and the positioning of its items (Cross, 2005; Stainton Rogers, 1995). Through this interpretation process, the researcher constructs an understanding of the viewpoint being expressed in each factor and its unique narrative (Cross, 2005; Stainton Rogers, 1995). This process brings the researcher's own subjective experiences and understanding into the analysis process. To increase objectivity in interpreting a factor array some researchers utilise a consistent systematic procedure to support their interpretation. Within this study, the researcher will draw upon a "crib sheet" methodology provided by Watts and Stenner (2012).

Typically, a researcher may draw upon follow-up procedures with participants to clarify, corroborate and validate the interpretations of factors.

3.4.6 Quality Criteria

3.4.6.1 Validity

A lack of validity is often a common criticism of Q-methodology (Ramlo, 2016). Brown (1980) argues that research validity is not a concern for Q research as there is no outside criterion for a participant's viewpoint. As the sorting procedure within Q-methodology is entirely subjective and completed by the participant, each configuration can be understood to be a valid expression of a viewpoint (Small, 2011; Watts and Stenner, 2012). There are steps, however, that the researcher can take to address and increase aspects of validity:

- The researcher can increase the construct validity of the Q-set by sampling a concourse that is representative of the topic in a thorough, systematic manner, drawing upon a range of different sources. In addition, during the concourse development interviews, the researcher may co-construct and review the “Q-statements” with the participants to ensure their views are captured accurately and in their discourse.
- The face validity of Q-items can be increased by using the language and terms directly sourced from participants during these interviews and literature where possible (Valenta & Wigger, 1997). The researcher should edit the statements only to ensure they are grammatically correct and read well.
- Demand characteristics are a potential threat to internal validity, the researcher can address this by reinforcing to participants that the data is anonymised and that the research is focused upon their views and there are no correct ways to sort the statements. Being able to record the Q-sort anonymously is seen as particularly important when researching socially contested topics (Cross, 2005; Peritore, 1989).
- The researcher should adopt a consistent systematic approach towards factor interpretation to ensure the same procedure is applied to each factor and that the researcher delivers holistic interpretations (Watts and Stenner, 2012).

3.4.6.2 Generalisability

It is a common criticism that Q research has limited generalisability (Thomas & Baas, 1992). Generalisability is not, however, a concern for Q-methodologists, as the results only seek to capture the range of representative viewpoints *within the sample.* It does not make claims regarding the prevalence of these views within the wider population (Baker et al., 2006; Rodl et al., 2020; Van Exel & de Graaf, 2005). Q-methodology is fundamentally built on the premise that only a limited number of unique viewpoints may be held about a topic (Brown, 1980). Small (2011) suggests that a valid Q-set will reveal these perspectives and enable further research using quantitative research methods to establish the distribution of these viewpoints across a wider population.

3.4.6.3 Reliability

Q-methodology results are argued to be generally stable and reliable over time in regards to their ability to replicate the extraction of shared viewpoints within a population (Brown, 1980; Valenta & Wigger, 1997; Watts & Stenner, 2005). Q-methodology has been found to be consistent in its findings when the same Q-set has been applied to a different sample and when a different Q-set which is focused upon the same topic, has been applied to a different sample (Valenta & Wigger, 1997). This highlights its reliability for finding clusters of viewpoints even when the Q-set or sample population are changed.

Q-methodology does not suggest or expect that individual viewpoints are static and will remain consistent over time (Cross, 2005; Watts & Stenner, 2005). There is, however, a wealth of research that suggests that this is the case - demonstrating high correlation coefficients within test-retest procedures (Akhtar-Danesh et al., 2008; Brown, 1980; Nicholas, 2011).

3.6 Procedure for this Q-methodology research

The researcher will now outline their procedure for this Q-methodology study.

3.6.1 COVID-19 Adaptations – Transition towards an online platform

The COVID-19 epidemic had ramifications for this piece of research which led to several adaptations to the methodology.

Most notably, Q-Methodology is acknowledged within literature as being ideally completed in-person, but is possible through an online medium (Watts & Stenner, 2012). Due to health and safety concerns relating to COVID-19 the researcher made the pragmatic decision to transition all aspects of the procedure online. The researcher will now outline how this transition may have impacted various aspects of research.

3.6.1.1 Selecting an online platform for the sorting activity and post-sort data collection

The researcher considered a number of potential online platforms for the Q-sort activity and post-sort questionnaire. The online platform had to:

1. Have the capacity to include both the Q-sort activity and a follow-up questionnaire.
2. Be functional and easy to use for participants.
3. Provide the researcher with full accessibility.
4. Enable the researcher to import their consent form and condition of instruction.
5. Enable the participants to sort the Q-set onto a quasi-normal distribution grid.
6. Produce data in a format suitable for analysis using PQMethod.

The researcher selected to use a website called vqmethod.com (Nazariadli, 2018) after excluding a number of other online platforms for not meeting the criteria highlighted above.

VQMethod is a specialised online Q-methodology platform and met all of the criteria required. It provided customisation options enabling the researcher to create text and video on-screen instructions, integrate the consent form and customise the post-sort data collection.

The researcher adjusted the font size, formatting and alignment of the statements to ensure the Q-set items were as clear as possible when not expanded upon the screen, to enable participants to readily evaluate each item in relation to the other Q-set items with ease (Watts & Stenner, 2012).

The researcher decided to use a questionnaire for post-sort data collection instead of a follow-up virtual interview, given the additional time pressures placed on headteachers during the COVID-19 pandemic. In addition, the researcher did not want participants to input identifying information into an online third-party platform for security reasons, and so sought to ensure the entire process remained anonymous.

The online delivery of the Q-sort was initially piloted through completion by colleagues/acquaintances of the researcher (no data being recorded or saved). It was noted at this point there were a few limitations with the platform:

- The activity had to be completed in a single sitting
- The platform worked best on a computer rather than a mobile device
- All items had to be placed before participants could move on between certain stages, if this was not done the software would reset the activity.

These factors were communicated explicitly in the instructions presented to participants in the main study.

3.6.1.2 Instructions

Watts and Stenner (2012) highlight the importance of well written instructions if the researcher is not present during the Q-sort. The researcher used the full functionality of the VQMethod platform to upload a video of the researcher demonstrating how to complete the Q-sort activity while providing verbal instructions.

3.6.2.3 Finding the line of agreement

Many authors within the Q-methodology field highlight it is helpful for supporting factor interpretation to establish where the participant's agreement "ends" on the Q-sort activity (Watts & Stenner, 2012; Webler et al, 2009). VQMethod unfortunately did not have this functionality. The researcher considered utilising a post-sort question to gain this data but the layout of the platform prevented participants from viewing their completed Q-sort once that stage had been completed.

3.6.2 Ethical considerations

The researcher's ethical considerations and decisions regarding ethics were guided by The British Psychological Society Code of Ethics and Conduct (BPS, 2018), The British Psychological Society Code of Human Research Ethics (BPS, 2014) and the University of Nottingham (2016) Code of Research Conduct and Research Ethics. This study received ethical approval from The University of Nottingham Ethics Committee before any data collection (Appendix F). In addition to this ethical

approval, the researcher completed a risk assessment form (Appendix G) which was approved. The researcher will now outline in table 3.1 below the key ethical considerations they faced and the steps taken to address these:

Table 3.1 A table to show the key ethical considerations they faced and the steps taken to address each ethical consideration

Ethical Consideration	Steps taken to address this ethical consideration
Informed Consent	• The researcher gained informed consent from all participants. The researcher provided a detailed participant information sheet to all participants prior to their engagement with the concourse development interviews, piloting of the Q-set or Q-sort activity (Appendix H, I, and J). • Participants were provided with the opportunity and encouraged to ask questions via email before, throughout or following their engagement with the research. *Concourse development interviews* • All participants who engaged in the concourse development interviews completed electronically signed consent forms. *Pilot and Q-Sort data collection* • The researcher's consent form (Appendix K) was adapted and integrated into VQMethod's online platform. Participants were required to read the consent form and confirm their consent before they could continue the sorting activity.
Right to withdraw	• All participants were alerted to the fact their participation was completely voluntary and they had the right to withdraw before, during or after the study. If participants selected to withdraw during the pilot or Q-sort activity

	their progress and data would not be saved by the platform.
Confidentiality	• Participants were assured of their confidentiality being safeguarded during and after the study. • Participants were assured their data would be collected for research purposes only on the participant information sheet. • All data was anonymised and no identifying data was collected during the Q-sort activity
GDPR and security of data	• The researcher assured participant's their data would be stored in compliance with the Data Protection Act which included: o All data being anonymised. o A decoding document identifying participants to the research codes for the concourse interviews was held on a password-protected, encrypted computer accessed only by the researcher. o No identifying information was gathered during the Q-sort and pilot stages. o All data was stored on a password-protected encrypted hard drive. o Data only being retained for three years before being disposed of securely.
Debrief	• All participants were provided with a debrief sheet which explained the research and provided the contact details of the researcher and his supervisor (Appendix L). • Participants were provided with an opportunity to opt-in for a copy of the research when it was completed.

3.6.3 Concourse development

The concourse for this Q-study was drawn from a range of sources (Webler et al, 2009). The research primarily focused upon gathering Q-statements that were

representative of potential viewpoints held by headteachers, but also selected to include views presented within media and literature of wider societal viewpoints embedded within England regarding inclusion (Watts & Stenner, 2012).

3.6.3.1 Research Journals

The researcher began by using the University of Nottingham NuSearch meta-search engine to complete a thorough search for academic literature relating to the views of headteachers towards inclusion. In addition to this, the researcher drew upon wider literature they had encountered in the development of their literature review. This included extracting statements related to key elements as identified within the literature for implementing inclusive education, and statements relating to the role of headteachers in the implementation of inclusion.

3.6.3.2 Pre-existing Questionnaire Measures

The researcher drew upon existing pre-existing attitudinal scales for the concourse statements, which Watts and Stenner (2005) discussed as an appropriate approach. The researcher extracted *concourse* statements from the following scales:

- UNICEF Inclusive Teacher Development Survey (Pinnock & Nicholls, 2012)
- Inclusive Education Questionnaire (Blackie, 2010)
- Sentiments, Attitudes, and Concerns about Inclusive Education Revised Scale (SACIE-R) (Forlin et al., 2011)
- Multidimensional Attitudes towards Inclusive Education Scale (MATIES) (Mahat, 2008)
- The Teachers' Attitudes Towards Inclusion Scale (TATIS) survey (Cullen et al., 2010)
- Principals and Inclusion Survey (Smith, 2011)
- Questionnaire of mainstream primary school teachers' attitudes toward inclusive education (Peng et al., 2013)

The researcher retained one of the statements included within Peng et al's (2013) open-access questionnaire within their Q-set: "*Inclusion sounds good in theory but does not work well in practice*".

3.6.3.3 Mainstream media

The researcher completed an unstructured search of British newspapers for articles relating to inclusion to capture wider social perspectives within the wider UK towards inclusion. The researcher selected a sample of nine articles from a range of newspapers across the political spectrum including The Guardian, The Independent and the Daily Mail.

3.6.3.4 Interviews with Headteachers.

The researcher conducted three individual semi-structured interviews which lasted approximately 30 minutes via Microsoft Teams with:

- A headteacher of a specialist educational setting; and
- Two headteachers of secondary mainstream educational settings

The researcher wanted to capture different perspectives regarding inclusion within the concourse and believed that including the voice of a specialist setting headteacher may support this.

The researcher explained the aims and rationale of the study to the participants and the process of the concourse development. The researcher constructed the “Q-statements” with the participants by sharing a document virtually via screen share and denoting statements from the participant’s discourse. Participants were asked to reflect upon the captured statements to establish if they represented their views accurately. The structure of the semi-structured interview can be found in Appendix E.

The researcher believes that the wide range of sources drawn upon and rigorous approach towards concourse development ensured that the concourse was representative of the topic and captured a range of perspectives reducing the potential for researcher bias (Webler et al, 2009).

Following these activities, the concourse was constructed of 768 statements that could be made about inclusion.

3.6.4 Developing the Q-set

The researcher developed an unstructured Q-set as they did not hold a priori theory or assumptions regarding the themes within the concept of inclusion (Watts & Stenner, 2012). Unstructured refers to "*means by which the Q set is constructed"* not "*an absence of structure in the final product*" (Watts & Stenner, 2012, pg.60). It provides the researcher more fluidity in their sampling from the concourse and the opportunity to view the subject matter holistically while identifying key themes from the concourse (Watts & Stenner, 2012).

The researcher selected to use a Q-set of 61 statements, which research would suggest is a typical amount (Watts & Stenner, 2012; Webler et al, 2009). The researcher did not want a larger Q-set as this would mean the task would become unwieldy for participants, but believed a number smaller than 61 would prevent the researcher from capturing the concourse in a representative manner.

The researcher used the following systematic approach to ensure their Q-set had the appropriate balance and coverage required:

1. The researcher reviewed the 768 concourse statements and placed them into conceptual categories. This researcher followed guidance from Webler et al (2009) for refining the concourse into a Q-set. The researcher reviewed the concourse statements one at a time reviewing if they were unique in their contribution. The researcher placed duplicate statements or those which were judged to align closely in their contribution into a group. This enabled the researcher to deconstruct the concourse into unique themes and statements. Where duplicates or similar statements did exist, they were grouped to enable the researcher to draw upon a range of statements when considering the final phrasing for the Q-item to represent that "theme".
2. The researcher selected how to construct each Q-item grammatically while continuing to refine the Q-set and merge similar "themes". The researcher drew upon Watts and Stenner's (2012) guidance which highlighted the importance of:
    a. Clarity and conciseness

b. Ensuring the items could be sorted in response to the condition of instruction
c. Each item containing a single proposition with no qualifying notions
d. Removing double negatives
e. Each item enabling the participants to impose their own meaning

While completing this activity the researcher continued to refine the Q-set and finished this stage with 87 items (Appendix M).

3. The researcher consulted two Trainee Educational Psychologist (TEP) colleagues undertaking research using the same methodology and one educational psychologist who has expertise in Q-methodology and inclusion to support the final refinement process. With support and scrutiny from these individuals, the researcher refined the Q-set to 61 Q-statements which were broadly representative of the holistic concourse.
4. The researcher piloted the Q-set with:
    a. Two educational psychologists (EPs) and a TEP within the researcher's Local Authority Educational Psychology Service
    b. One CEO of a multi-academy trust (MAT)
    c. One retired assistant headteacher

    The pilot participants provided feedback regarding the instructions, the software, the process and the Q-set itself. They reported the methodology and software was easy to follow and access. Participants reported there were no visible omissions within the Q-set. The researcher received feedback on the phrasing and grammar of two items which was taken into consideration and addressed. This process supported the confirmation of the final 61 item Q-set for this research (Appendix N).

3.6.5 Identifying and recruiting the P-set

This research has a direct focus upon the viewpoints of mainstream headteachers. The sampling was therefore purposeful and 20 mainstream headteachers of schools in the West Midlands region of England were recruited.

The number of participants aligned with the participant to statement ratio of 1:3 suggested by Webler et al (2009). Ideally, the researcher would have recruited a slightly greater number, however, it proved very challenging to recruit headteachers

to the research in such a period of turbulence within Education and wider society due to COVID-19.

The researcher recruited participants by:

- Utilising snowball sampling methods and emailing personal, professional and social connections who were or knew headteachers who may support the research
- Presenting at three different unitary authority headteacher forums and emailing attendees following these with details regarding the study
- Utilising social media (Twitter) to distribute the research project and access a wider audience

Snowball sampling is a participant recruitment methodology recommended by Webler et al (2009) within Q-methodology as a way of accessing participants who may have particularly interesting views regarding the topic. Concerns over authentic responses or individuals not within the target population due to the uncontrolled nature of social media recruitment were anticipated and addressed but not required as no participants were recruited through this medium.

For potential participants who had voiced interest in taking part in the research through personal, professional or social contacts or had been identified as a potential participant via snowball sampling the researcher electronically sent:

- The Participant information sheet (Appendix J)
- Supplementary instructions with an attached debrief sheet (Appendix L)
- A flyer outlining the research goals and practicalities (Appendix O)

The hyperlink to the online Q-sort activity was included within the participant information sheet. The researcher consistently in their communications with participants highlighted the availability of the researcher if they had questions or technical difficulties. Participants could complete the activity at a time convenient to them and all aspects of the process were delivered through the online platform. It was the researcher's goal to make it as convenient as possible to encourage participation.

Table 3.2 A table to provide an overview of the demographic characteristics of the participants within the P-set.

Demographic characteristic	Category	N	% of total N
Gender	Male	8	40
	Female	12	60
Years within education **Range = 13-41** **Mean = 24.25** **Median = 24.5**	0-5 6-10 10-15 16-20 21-25 26-30 31-35 36-40 41-45	0 0 3 4 6 3 1 1 1	0 0 15 20 30 15 5 5 5
Years within the headteacher role **Range = 1< - 22** **Mean = 8.25 years** **Median = 7**	0-5 6-10 10-15 16-20 21-25	9 5 3 2 1	45 25 15 10 5
Educational Setting type led	Secondary Primary Post 16	11 8 1	55 40 5

The gender split within the sample was found to be quite representative of the national picture where 45% of all headteachers within England are male and 65% female (Lynch et al., 2017). Predominantly the participants identified themselves as leading primary (8) or secondary (11) settings but one participant identified they led a post 16 setting. Where participants had provided more detail, it highlighted the P-set contained a mixture of headteachers from local authority and academy settings. Despite not deploying strategic sampling the P-set contained a varied demographic

of headteachers within England who led a variety of settings, and have a variety of experience within education and the role.

3.6.6 Q-sort administration

3.6.6.1 Instructions and the condition of instruction

The condition of instruction was guided by the research questions. Participants were asked to consider Q-set items in relation to the following statement: *"As a headteacher, it is my view that..."* and sort the items by their level of agreement.

Participants were reminded of the condition of instruction through instructions on the online platform and in the supplementary instructions. The poles of the normal distribution grid were also clearly labelled in accordance to the dimension of agreement.

Given the researcher was not going to be present during the sorting activity the researcher spent a significant amount of time refining the instructions to ensure they were explicit and contained adequate detail (Watts & Stenner, 2012). The researcher collaborated with two TEP colleagues to design robust and clear instructions to support the Q-sort process. VQMethod had a character limit so additional supplementary instructions were created and sent to participants via email (Appendix L). In addition, the researcher recorded video instructions that were delivered through VQmethod (Watts & Stenner, 2012)

3.6.6.2 Administering the Q-sort

Once participants had navigated to the online Q-sort platform and provided opt-in consent the Q-sort activity had 5 defined stages. These stages were:

1. **Familiarisation** – Participants were asked to reflect upon all statements one at a time and were presented with the condition of instruction.
2. **Pre-sorting** – Participants were asked to sort the Q-set items into three discrete categories based on their level of agreement, items they; strongly agreed with, strongly disagreed with or neither agreed nor disagreed with.

3. **Q-sort activity** – Participants were asked to sort the Q-set items onto a quasi-normal distribution grid based on their level of agreement with the statements.
4. **Post-sort data (Reflections)** – Participants were presented with open-ended questions asking them to provide an account of why they had selected the two Q-set items at either extreme of the normal distribution grid, as highlighted is best practice (Watts & Stenner, 2012)
5. **Post-sort data (Demographic questionnaire)** – The participants were presented with a series of open-ended questions seeking to gain demographic information regarding their gender, the type of setting they lead and the number of years they have worked within education and been a headteacher. In addition, the participants were asked if any statements relating to inclusion were missing and their thoughts on the Q-sort activity. These questions are suggested as important for informing future research (Webler et al, 2009).
6. Participants were then thanked for their participation and instructed to read the debrief sheet.

The researcher made the decision to utilise a fixed quasi-normal distribution grid and a pre-sorting activity for the reasons outlined in section 3.5.4.

The researcher drew upon guidance from Brown (1980) who recommended utilising a 13-point (-6 to +6) distribution grid for a Q-set of 60+ items. The researcher was guided by Watts and Stenner's (2012) discussion regarding the kurtosis of the grid. The normal distribution grid was neither steep nor shallow, rather a middle ground between these two extremes. This would reduce the stress of the sorting activity for participants as they had fewer decisions to make but forced the participants to make in-depth discriminations at poles of the normal distribution grid as they were viewed as being highly knowledgeable regarding the topic (Watts & Stenner, 2012).

The software automatically recorded all data from the Q-sort activities and subsequent post-sort questionnaires. The qualitative data from the post-sort questionnaires would support the researcher's ability to interpret the factor arrays effectively.

3.6.7 Factor analysis and interpretation

The researcher followed the steps highlighted within section 3.5.5 for their factor analysis and factor interpretation. The researcher used PQMethod (version 2.35) created by Peter Schmolck (2014) to support the factor analysis.

The researcher used a complementary combination of varimax rotation followed by a small by-hand rotation to view the best possible factor solution. By combining these approaches it ensures a level of objectivity, while also ensuring the greatest representation of individual viewpoints within the factors (Hallam, 2014; Watts & Stenner, 2012). The researcher did not review the factor arrays until this final “ideal” solution has been selected.

The researcher decided not to implement follow-up procedures to clarify and validate their interpretations of the factors. While this appears to be typical practice within Q-research which is completed virtually this was a pragmatic decision made for three reasons:

- The researcher wanted to ensure that all data input into the third-party website was anonymous to protect participants from security breaches.
- The researcher believed that preserving the anonymity of the participants to promote honesty was of greater importance than validation as inclusion is a socially contested topic.
- The researcher was aware of how busy headteachers were during the period of data collection due to continually changing policies regarding COVID-19.

Further details of this stage will be explained in greater depth within the results section.

4. Results

4.1 Introduction

Within this chapter the researcher will provide a detailed overview of the data analysis. The structure of this chapter is as follows:

- Overview of the factor analysis
- Factor Extraction
- Factor Rotation
- Factor Arrays
- Factor Interpretations
- Consensus Statements
- Non-Significant and Confounding Q-sorts

4.2 Overview of Factor analysis

Twenty completed Q-sorts were gathered during the data collection and were analysed using the computer software PQMethod (Schmolck, 2014). Q-methodology uses by-person factor analysis to investigate correlations between the participants' completed Q-sorts to explore divergences and convergences in viewpoints (Ramlo, 2016; Van Exel & de Graaf, 2005). The by-person factor analysis attempts to capture the complexity of the collective individual viewpoints into social narratives (Webler et al, 2009).

Factor analysis does not provide one definitive solution. Watts and Stenner (2012) draw upon the analogy of all the combined Q-sorts forming a cake of perspectives and meaning. The researcher will have the job of selecting how to cut the cake into slices of shared meaning or perspective. There are infinite possibilities regarding how this cake can be cut but it is important the researcher selects an analytic approach before doing so (Watts & Stenner, 2012). This can be done in an inductive or deductive manner. The researcher felt it was justified to draw upon an inductive approach towards factor extraction and rotation given the lack of a priori hypotheses

they held. This enabled the researcher to tackle these aspects of analysis with a more objective approach, and to be guided by the data.

4.3 Factor extraction

The first step in the analysis of the data was to intercorrelate the participants' overall Q-sort configurations. Within Q-methodology this can be achieved through either Centroid Factor Analysis (CFA) or Principal Components analysis (PCA). The researcher made the decision to utilise CFA because it would support an abductive approach towards factor extraction yet provide the flexibility to utilise the most optimal mathematical approach if deemed necessary.

Following Brown's (1980) guidance on factor extraction the researcher extracted seven factors to access the uncorrelated factor matrix. This enabled the researcher to examine each factor and apply a set of objective statistical criteria to establish and guide the researcher's judgements regarding whether each factor should be retained before progressing to factor rotation (Watts & Stenner, 2012). The uncorrelated factor matrix for the seven factors along with each factor's Eigenvalue and explained variance can be found in Appendix P and provides an account of the correlations between the Q-sorts and each factor. The unrotated factor loadings and Eigenvalues were used to identify which factors would be retained.

4.3.1 Kaiser-Guttman Criterion

Eigenvalues indicate the statistical strength and ability of a factor to explain variance (Watts & Stenner, 2012). The Kaiser Guttman Criterion stipulates that factors should have an Eigenvalue of 1.00 or greater in order to be retained. The value of 1.00 is utilised because an Eigenvalue of less than 1.00 accounts for less than a single Q-sort's variance within the study (Watts & Stenner, 2005). There are scholars who argue that the strict application of this criterion may lead to too many factors being retained due to random patterns in the data, or alternatively to meaningful factors being disregarded (Armstrong, 2017; Brown, 1980; Kline, 2014). For this reason, the researcher selected to use a range of parameters to identify the number of factors for extraction.

Only two of the factors within the uncorrelated factor matrix had Eigenvalues greater than one, the Kaiser Guttman Criterion indicating therefore that two factors should be extracted.

4.3.2 Significantly Loading Q-sorts

The next parameter the researcher utilised involved establishing the number of Q-sorts which significantly loaded onto each unrotated factor. Brown (1980) highlighted that for a factor to be retained it should have a minimum of two significant factor loadings following extraction.

Brown (1980) provides the following statistical equation for ascertaining the significance level at the 0.01 level – here shown as applied within this study:

$$2.58\ x\ (1 \div \sqrt{Number\ of\ Q\ set\ Items})$$

$$2.58\ x\ \left(1 \div \sqrt{61}\right) = 0.3303$$

The significance value within this study was therefore taken as **0.33**

Three factors (1,2 and 5) from the unrotated data matrix had two or more Q-sorts which significantly loaded onto them, indicating three factors could be considered to have met this criterion. This parameter would therefore suggest a two or three factor solution.

4.3.3 Humphrey's Rule

Humphrey's rule states that a factor can be seen as significant if the cross product of its highest two loadings is greater than the standard error multiplied by two (Brown, 1980).

Brown (1980) provides the following equation for establishing the standard error - here shown as applied within this study:

$$1 \div \sqrt{Number\ of\ Q\ set\ Items})$$

$$1 \div \sqrt{61} = 0.1280$$

When rounded up this produces a value of **0.13,** which when doubled to provide the criterion for this rule is **0.26**.

Table 4.1 highlights that only two factors had a cross product which was greater than the standard error doubled, indicating two factors should be extracted.

Table 4.1 A table to show which factors passed Humphrey's Rule

Factor	Product of two highest loadings multiplied	Does it pass Humphrey's Rule?
1	0.63	Y
2	0.38	Y
3	0.08	N
4	0.11	N
5	0.12	N
6	0.02	N
7	0.09	N

4.3.4 Scree Test

The researcher also applied Cattell's (1966) Scree Test to support their decision making regarding how many factors to extract.

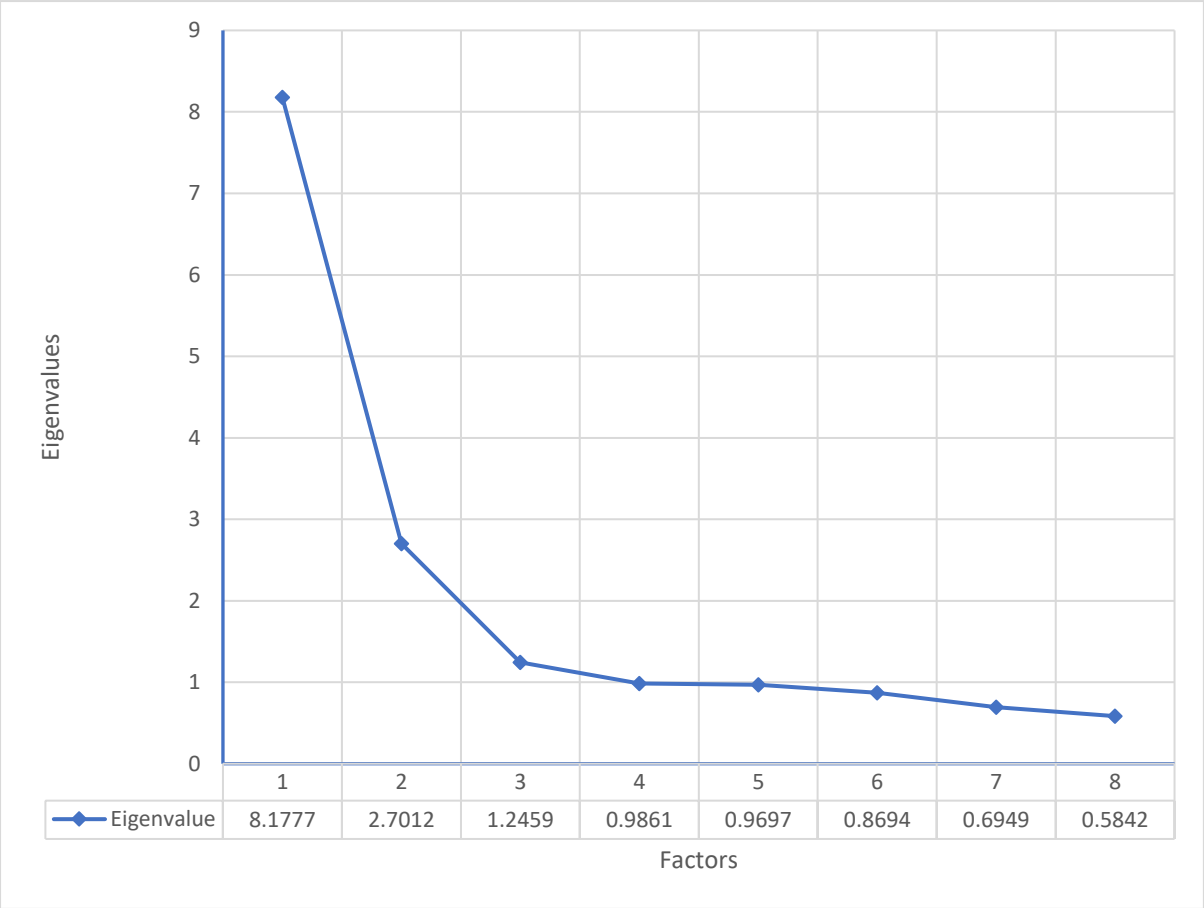
The Scree test involves plotting the Eigenvalues of each factor. This test is used to distinguish the *major* factors from the trivial, so that the former can be focused upon during the analysis (Ledesma et al., 2015).

The researcher undertakes a visual analysis of the scree plot, making a judgement as to when the variance accounted for by the factors is sufficient and the point at which additional factors would add a negligible contribution (Ledesma et al, 2015). Essentially, the task is to inspect the scree plot and make a judgment as to when the slope of the line changes and levels off (Cattell, 1966; Ledesma et al, 2015; Watts & Stenner, 2012): all factors to the left of this point should be retained for analysis.

The Scree test was designed for use with PCA and as such the researcher ran a PCA extraction using PQMethod to gain the component Eigenvalues for their scree plot (Figure 4.1). The researcher reviewed the Scree Plot before showing it, in the

interest of inter-rater reliability, to two TEP colleagues and an educational psychologist who had expertise using Q-methodology. The researcher and one other observer judged the line to have changed after factor two while the two other observers indicated their view that it changed after factor three. This suggested that two or three factors should be extracted.

Figure 4.1 A figure to show the Scree Plot test graph



To summarise; both the Kaiser-Guttman and Humphrey's rule criterion indicated two factors should be retained while the scree test and significant loading Q-sort criterion indicated two or three. Given this dilemma the researcher conducted an exploratory extraction of a two and three factor solution using CFA. The researcher then utilised varimax rotation which is an automated objective rotation process which focuses upon accounting for maximum participant variance in an optimal mathematical manner (Watts and Stenner, 2012). This supported the researcher in reviewing the rotated factor solutions viability in an efficient manner to establish how many factors should be retained. A factor solution would be judged as viable if each factor had a

minimum of two Q-sorts which significantly loaded (r =>0.33) onto it which did not confound.

The three factor solution was not viable since no Q-sorts significantly loaded onto the third factor within this solution. A two factor solution was, however, found to be viable upon inspection. As a result the researcher judged it most appropriate to proceed with retaining two factors for extraction, given that the Kaiser-Guttman and Humphrey's rule criterion had definitively indicated this number of factors was appropriate.

4.4 Factor Rotation

The next step in Q analysis is factor rotation, which refers to the researcher examining the factors from a range of different angles to establish the final factor solution (Van Exel & de Graaf, 2005). It is through the rotation of the factor loadings that the researcher seeks to make the factors more "relevant or meaningful" (Webler et al, 2009, pg.10). Van Exel & de Graaf (2005, pg.9) highlight that "*rotation does not affect the consistency in sentiment throughout individual Q-sorts or the relationships between Q-sorts, it only shifts the perspective from which they are observed*".

There are two typical approaches towards factor rotation used within Q-methodology; Varimax or By-hand.

Varimax rotation can be seen as an objective statistical method which produces the most optimal mathematical factor solution by maximising the amount of variance explained within the factor solution with the fewest factors as possible (Van Exel & de Graaf, 2005; Watts & Stenner, 2005; Webler et al., 2009). It is a transparent reliable procedure that removes researcher bias by automating the rotation and is recommended within literature as being a useful approach for those who are not seasoned in Q-methodology (Watts & Stenner, 2012; Webler et al, 2009).

The second form of rotation is called by-hand rotation. By-hand rotation relies on the researcher rotating the factors manually and is typically favoured by those interested in exploring marginalised viewpoints within a population or those adopting a deductive approach to analysis (Brown, 2006; Coogan & Herrington, 2011; Watts & Stenner, 2012). Varimax rotation seeks to explain the variance in an optimal way focusing upon dominant viewpoints, while by-hand rotation enables the researcher to

explore fringe viewpoints that may be more substantive in reality (Watts & Stenner, 2012). By-hand rotation is often viewed, however, as being subjective and unreliable by those unfamiliar with Q-methodology (Watts & Stenner, 2012), although Newman and Ramlo (2010) argue that this subjectivity is the very essence of Q-method.

Watts and Stenner (2012) highlight the possibility of combining these rotation strategies in a complementary manner. The initial varimax rotation ensures a level of objectivity while small by-hand adjustments following the varimax rotation can support the maximum number of Q-sorts being significantly loaded onto factors (Watts & Stenner, 2012). This will provide a greater representation of individual viewpoints within the factors which is desirable. This method was adopted and seen as preferable within this research as it embraces the strengths of both approaches and supports the researcher to work in an abductive manner.

Two factors were extracted from the data and rotated using Varimax rotation. With the significance value of 0.33, this factor solution had 12 Q-sorts which significantly loaded onto one of the two factors and explained 49% of the study variance. Seven Q-sorts confounded as they significantly loaded onto both of the factors, and one Q-sort did not significantly load onto either factor. Literature is clear that it is important to reduce the number of confounding Q-sorts and non-significant Q-sorts to ensure the factors are representative of more views from the P-set (Stainton Rogers & Stainton Rogers, 1990; Webler et al., 2009).

Watts and Stenner (2012) discuss that it is appropriate to raise the significance value to eliminate the number of confounding Q-sorts. The researcher raised the significance value to 0.43 to support the loading of the maximum number of Q-sorts onto the factors. This increased the number of significantly loading Q-sorts to 15 but resulted in one additional non-significant Q-sort.

The researcher used by-hand rotation to further reduce the number of confounding Q-sorts. The researcher manually rotated factor 1 and factor 2 by -2 degrees to load Q-sort 9 and 17 onto Factor 1 without impacting upon any other Q-sort's significant loading. The researcher had purposefully not reviewed the factor arrays during their rotation procedure to ensure they maintained an abductive approach.

This resulted in a factor solution in which 17 of the Q-sorts loaded significantly onto one of the two factors. There were two non-significant loading Q-sorts and one

confounding Q-sort within this factor solution. This factor solution explained 49% of the variance but included a wider representation of viewpoints due to the manual rotation. Kline (2014) suggests that a factor solution is acceptable if the explained variance is above 35%.

Webler et al (2009) suggest four principles which underpin a good factor solution:

- *Simplicity – It is ideal to have as few factors as possible without losing important or interesting information about differences in views*
- *Clarity – If possible, each participant should load onto a single factor reducing confounding loaders and non-loaders.*
- *Distinctness – It is best if factors are distinct and do not correlate highly. Points of disagreement are important to capture within the factor extraction.*
- *Stability – Within the correlation matrix clusters of participants will emerge indicating they think in a similar way. It is important to preserve the stability of these clusters.*

Watts and Stenner (2012) align with the distinctness principle and argue it is important to ensure that factors are not correlated highly as this would indicate they are alike and represent the same viewpoint. The factor correlation between Factor 1 and Factor 2 was 0.39. Dancey and Reidy's (2011) correlation coefficient strength parameters were used to support the researcher's interpretation:

Strong	0.7 - 0.9
Moderate	0.4 -0.6
Weak	0.1 - 0.3

These parameters indicate that the correlation between factor 1 and factor 2 can be understood to be between weak and moderate in strength. Watts and Stenner (2012) would suggest that these factors are not significantly correlated as they fall beneath the 0.43 significance value within this study. The researcher felt that this indicated that the viewpoints were sufficiently different and could be analysed without concern.

A two-factor solution was deemed to be the most optimal and met the following criteria:

- Eight or more Q-sorts significantly loaded on each factor
- It contained an explained study variance of 49%
- It met the Kaiser-Guttman and Humphrey's rule criteria
- It had a weak-moderate correlation between the two factors

Below in table 4.2 is the final factor solution. The 17 Q-sorts which significantly loaded onto a factor are identified with an "X".

Table 4.2 A table to show the final two-factor solution including the loadings of each Q-sort onto the factors

Q-SORT	Loadings	
	1	2
1	0.3982	0.2914
2	0.5420X	0.3264
3	0.0105	0.8949X
4	0.7419X	-0.1246
5	0.5658X	0.3818
6	0.5522X	0.4001
7	0.4031	0.6226X
8	0.7925X	0.0672
9	0.4231	0.5986X
10	0.6162	0.4859
11	0.0303	0.7478X
12	0.2567	0.1776
13	0.3697	0.7040X
14	0.0366	0.7928X
15	0.5171X	0.3075
16	0.4811X	0.2069
17	0.4031	0.7330X
18	0.1086	0.7839X
19	0.5464X	-0.0349
20	0.5945X	0.2721
Total participants loaded	9	8
% expl.Var.	23	27
Eigenvalues	4.6	5.4

Those Q-sorts which are in highlighted in green did not significantly load onto either factor and those in red confounded as they loaded significantly onto both factors.

4.5 Factor Arrays

The penultimate stage in the data analysis involves producing factor arrays for each factor. A factor array can be understood as "*a single Q-sort configured to represent the viewpoint of a particular factor"* (Watts & Stenner, 2012, pg.140). They are calculated using the Z scores for each Q-set item within each factor, with weighted averaging used to dictate items position and ranking within the factor array. These factor arrays support the researcher to interpret each factor.

A table containing each of the Q-set items and the associated rank within the factor array and Z score for each factor can be found within Appendix Q.

4.6 Factor interpretations

The final stage of data analysis within Q-methodology involves interpreting the factors.

It is the researcher's job to present a well-constructed narrative of the social perspectives captured within each factor (Webler et al, 2009). The researcher embraced an abductive approach and was guided by the factor arrays and qualitative data.

Watts and Stenner (2012) highlight the importance of utilising a systematic method during the factor interpretation to ensure consistency and transparency. The crib sheet approach enables the factor interpretation to be transparent and ensure that a holistic interpretation of each factor is presented. The researcher consequently adopted Watts and Stenner's (2012) crib sheet methodology to support factor interpretation - so as to reduce researcher bias, interpret the factors objectivity and work in an abductive manner.

The procedure for creating each crib sheet involved systematically reviewing each factor array and identifying:

- The items ranked highest and lowest within the factor array
- The items which are ranked higher or lower in the factor array in comparison to the other factor arrays

- The demographic information of the participants who loaded significantly onto the factor
- Reviewing the factor array a second time to consider if any additional or pertinent factors may require adding to the crib sheet if they are relevant to the emerging factor viewpoint.

These completed crib sheets can be found in Appendix S.

Watts and Stenner (2012) discuss how this approach supports the revealing of items which may have a neutral rank, but are significant when compared to how they are ranked by other factors. An item being ranked as 0 does not necessarily indicate neutrality (Watts & Stenner, 2012).

In addition to the crib sheets the researcher drew upon the following to support factor interpretation:

- Distinguishing and consensus items identified by PQMethod. Distinguishing items are items which are ranked in a significantly different way between the factors.
- Qualitative information gathered in the post-sort questionnaire.

The researcher will use the terminology *viewpoint* in the next section to refer to the factors which were extracted, thus factor one becomes Viewpoint One. The researcher will present a transparent interpretation of each viewpoint and include the supporting evidence in the form of:

- Factor array rankings, which will be presented in brackets in the following format (Q-set item: Rank assigned within the factor array).
- Direct quotes from the post-sort questionnaires

The researcher will present a concise summary of each viewpoint following each interpretation which will focus upon the key characteristics of each viewpoint. To support the understanding of the factor interpretation please see the factor interpretation crib-sheets within Appendix S and the complete factor array for each viewpoint in Appendix R.

4.6.1 Viewpoint 1 – A pragmatic approach to inclusion and a belief that under current circumstances a segregated system of education is more suited to meeting the needs of all learners'

Figure 4.2 A figure to show the Q-sort factor array for Viewpoint 1

-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
39	17	53	58	51	26	24	45	37	33	54	52	28
2	16	49	25	23	5	40	44	32	27	12	31	13
	1	8	22	9	10	36	30	50	15	38	6	
		56	35	47	7	46	19	48	55	41		
			3	59	11	57	21	42	20			
				60	43	18	61	29				
					4	14	34					

Viewpoint One (Factor 1) explained 23% of the study variance and had an Eigenvalue of 4.6.

Two male and seven female headteachers associated with this viewpoint. These headteachers represented four primary and five secondary educational settings. The average amount of experience within the headteacher role was 11.22 years and the average amount of experience of working within education was 26.8 years.

Table 4.3 A table to show the demographic information for Viewpoint One

Participant	Setting Type	Gender	Years in the headteacher role	Years working in Education
2	Primary	Male	11-15	26-30
15		Female	6-10	21-25
16		Female	16-20	36-40
19		Female	21-25	36-40
****4**	Secondary	Female	0-5	11-15
5		Female	0-5	21-25
6		Male	6-10	21-25
***8**		Female	11-15	26-30
20		Female	16-20	31-35

***Highest loading participant onto Viewpoint 1**

****Second highest loading participant on Viewpoint 1**

This viewpoint demonstrated disagreement with the core ideological aspects of inclusion as set out in the Literature Review (BPS, 2002). For example, the viewpoint showed strong disagreement with the notion that *inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times* and that *mainstream schools should cater for all students* (2: -6; 16: -5).

Mainstream schools in their current setup and structure cannot meet the needs of all. Full integration is not always the "right" thing for a student who would be better served in a smaller setting with specialist staff and provision.

Participant 8

I do not believe all children should be in mainstream so that education can be classed as inclusive.

Participant 6

Viewpoint One presented a strong agreement with the notion that *some students needs can only be met in a specialist setting* (13: +6).

It also indicated participants agreed that *it is more important that students receive appropriate learning opportunities than all students are included.* (12: +4).

Qualitative data indicated participants holding this viewpoint perceived that mainstream schools cannot provide appropriate learning opportunities or the required provision for *all* students to thrive. One could hypothesise this viewpoint therefore rationalises that inclusion may not always be in the best interest of the individual child:

Higher quality of provision and education can be provided in a specialist setting that cannot be provided in most mainstream schools. The emphasis should be on the learning experience of the child. This is sometimes 'lost' when parents' perception is fixed on a mainstream setting even when actual provision and learning experience for the child is compromised.

Participant 8

Some students have needs which cannot be met in mainstream settings - especially where complex medical needs are involved - these require adapted space and additional staffing which mainstream funding does not allow for - or where buildings are simply incompatible with.

Participant 20

Qualitative data suggested that the perception within this viewpoint that mainstream schools cannot meet the needs of all children, may be underpinned by the view that resourcing within mainstream schools is insufficient (28: +6; 29: +2; 30: +1). Participants demonstrated strong agreement with the notion *that inclusion will not work without adequate funding* (28: +6). Viewpoint One differed from Viewpoint Two in that it showed strong disagreement with the statement that *inclusion is a more efficient method for educating all learners than segregated schooling.* (17: -5).

Children who have specific needs often require additional resources, this might be time from an additional adult or modifications to the building or additional learning resources, in order for them to fully access the whole curriculum. If the needs are great, then the adaptations made to enable a successful, positive experience for all involved, also needs to be equally great. Children deserve to have the best opportunities for them to learn and succeed, whatever, success for them looks like.

Participant 15

With current resources and buildings some needs cannot be met due to the need for specialist equipment and space. Class size, congestion and overcrowding also make this difficult for some needs. The high level of investment for specialist equipment makes it inefficient to have in all schools.

Participant 8

Viewpoint One also indicated some level of disagreement with the notion that *schools should adjust their systems so as to be able to meet the needs of all students* (9: -2). This would appear consistent with their broad stance as they also fundamentally disagree that mainstream schools can or should cater for *all* students presently.

Qualitative data appeared to indicate that participants holding this viewpoint judged inclusion as important and beneficial, but only for certain students. It was perceived that students with complex needs may be beyond a mainstream school's capacity.

Inclusion in mainstream settings (where it is right for the child) is very powerful - and should be at the heart of all schools

Participant 5

Students with complex needs should be educated in a setting that meets those needs. Inclusion can work well for children with moderate learning difficulties.

Participant 16

Participants holding this viewpoint disagreed that *it is every child's right to be educated in a mainstream setting* (1: -5) or that *if children are to have equal opportunities, then inclusive education is essential.* (4: -1).

Rights for me are about access to opportunity to ensure equitable outcomes, not access to the same as everybody else.

Participant 20

A child does not have the right to disrupt the education of their peers. Mainstream schools often do not have the facilities, space or resources to deal with complex needs. Stating every child has a right is not deliverable and misleading.

Participant 19

Viewpoint One indicated a strong view that current national educational policy and the attainment agenda (54: +4; 52: +5) is not conducive for promoting inclusion and that *there is a lack of strategic planning from the department of education in regards to inclusion* (55: +3). They may perceive that the inclusion agenda conflicts with the attainment agenda because they held the view that g*reater inclusion will lead to a lowering in a school's overall attainment scores* (48: +2). It was highlighted that high-stakes accountability within education may drive mainstream settings to prioritise attainment over inclusion.

I believe that current policy focuses too strongly on outcomes and not the individual student and as a result that is what schools focus on, because ultimately, they are judged on outcomes.

Participant 4

Many schools are so driven by league tables and high stakes accountability from DfE and Ofsted and then in turn from the parents, that prioritising attainment has taken over achievement and wider social issues.

Participant 20

Participants holding this viewpoint indicated agreement with the notion that it is the responsibility of the headteacher to ensure that effective inclusion occurs (37: +2). This viewpoint placed high levels of importance upon systemic factors for the successful implementation of inclusion including school culture (27: +3), close partnerships between school leaders and teachers (38: +4) and close relationships between the school, parents and the community (41: +4). They also indicated that working with external educational support services (31: +5) or specialist settings (15: +3) is important for the implementation of inclusion.

The qualitative data indicated a view that external services are essential for supporting children, teachers and the wider school community in relation to inclusive practice.

Inclusion can be one of the most difficult aspects of a teacher's role. They need to both feel and be supported by leaders in order to be successful and in order for a

culture of inclusion to develop. It must not be felt that teachers are being 'dumped on'.

Participant 2

Partnerships with parents, school and outside/ professional support is essential for all involved to understand and work towards achieving the same goals. The professionals bring a wealth of knowledge and support to parents and to school regarding the specific needs of a child.

Participant 15

External support is essential in providing teachers with the strategies they need to teach all the children in their class. Experts can provide a range of support to help both the child and the school community

Participant 16

Participants holding this viewpoint indicated disagreement with the notion that *the academisation of schools inhibits inclusion* (39: -6). One may hypothesise that headteachers view academisation positively since it provides them with complete control over the school budget and resourcing - appropriate resourcing having already been discussed as being of some importance to those holding this viewpoint.

I don't believe academisation makes any difference to whether a school is inclusive or not

Participant 5

Participants holding this viewpoint indicated disagreement with anti-inclusive statements which linked inclusion with a *deterioration in behavioural standards* (53: -4), the undermining of *a school's capacity to deliver effective education* (47: -2) and *an increase in of exclusions* (51: -2). Participants disagreed that *inclusion is no more than dumping challenging students on teachers* (35: -3).

Inclusion, at the right time for the right child, is extremely worthwhile. We have seen many pupils thrive in our inclusive setting, particularly those with initial behavioural issues. Inclusion can be challenging for teachers, but with the right support many children can thrive and develop.

Participant 2

Viewpoint One indicated a stronger level of disagreement than Viewpoint Two with the notion that *inclusion is undermined by teachers' failure to use Learning Support Assistants effectively* (V1: -3, V2: +1).

Viewpoint One did not indicate strong views that inclusion *ensures students with additional needs can contribute to society in adult life* (10: -1) or *leads to an inclusive society* (46:0). While the social inclusion of all students was seen to be of some importance (42: +2) this viewpoint did not indicate a view that inclusive practice leads to positive social inclusion outcomes (45: +1; 44: -1).

> *Social inclusion is a fundamental need and right - the negative impact of social exclusion is massive and social inclusion should be a priority - this is true in both mainstream and specialist settings.*
>
> *Participant 2*

Furthermore, participants holding this viewpoint demonstrated disagreement with the statement that *it is important for a student's well-being and mental health that they are included within their local mainstream school* (3: -3).

Summary

Overall, viewpoint one presented a pragmatic agreement that a segregated system of education is more suited to meeting the needs of all learners. It indicated a perception that presently too many barriers exist for mainstream schools to successfully include all students. It also indicated some disagreement with some of the core ideological and rights-based principles of inclusion.

The researcher hypothesises that viewpoint one is not driven by exclusionary motivations, but rather pragmatic considerations about how each child might receive optimal learning opportunities. Participants holding this view appear to currently perceive the preferrable option for some children is to be located within specialist settings.

Resourcing, educational policy and the attainment agenda were identified as significant barriers to inclusion presently. This viewpoint identified that school culture and systemic ways of working; within the school, with external agencies, and with the

wider school community are important for the successful implementation of inclusion. A strong stance was adopted that academisation is not detrimental to the implementation of inclusion.

Viewpoint One did not appear to agree that inclusion leads to positive outcomes or is important for a student's well-being.

An interesting consideration is that the headteachers who significantly loaded onto this viewpoint had on average, longer experience in the role, and within education generally. A potential hypothesis may be that greater experience leads to practitioners becoming more sceptical in their views regarding inclusion.

4.6.2 Viewpoint 2 – *Inclusion is a right which is achievable through a positive school culture and by working together*

Figure 4.3 A figure to show the Q-sort factor array for Viewpoint 2

-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
35	56	23	8	36	18	28	15	13	10	6	38	27
47	5	49	19	26	52	29	55	4	1	44	33	41
	43	53	11	59	40	32	31	9	2	42	37	
		14	51	60	7	16	54	17	45	3		
			48	39	22	61	25	46	20			
				12	57	30	34	24				
					58	21	50					

Viewpoint Two (Factor Two) explained 27% of the study variance and had an Eigenvalue of 5.4. Six male and two female headteachers significantly loaded onto this viewpoint. These headteachers represented three primary, four secondary and a post 16 educational setting. The average amount of experience within the headteacher role was 6.88 years and the average amount of experience of working within education was 22.25 years.

Table 4.4 A table to show the demographic information for Viewpoint Two

Participant	Setting Type	Gender	Years in the headteacher role	Years working in Education
13	Post 16	Male	0-5	31-35
7	Primary	Female	6-10	11-15
17		Male	6-10	11-15
18		Male	11-15	21-25
9	Secondary	Male	0-5	21-25
***3**		Female	0-5	21-25
11		Male	6-10	26-30
****14**		Male	0-5	16-20
***Highest loading participant onto Viewpoint 2** ****Second highest loading participant on Viewpoint 2**				

Viewpoint Two indicated stronger agreement with the notion that *headteachers are responsible for ensuring effective inclusion can occur* (37: +5). Participants holding this viewpoint ascribed greatest significance to systemic factors for the successful implementation of inclusion. Viewpoint Two indicated strong agreement that *how successful a school is in terms of including all learners depends greatly on the overall school culture* (27: +6). Close relationships and partnerships between school leaders and teachers; and the educational setting and the wider school community were seen to be of significant importance to inclusion (41: +6; 38: +5).

Viewpoint Two appeared to perceive that the most important factors for the implementation of inclusion lay within the school's control. Those holding this viewpoint placed less significance upon the support of external agencies or specialist settings for facilitating inclusion (31: +1; 15: +1)

> *A whole school, inclusive, culture is required if inclusion is to be truly successful. A child attends a whole school and not just a teacher or a member of support staff.*
>
> *Participant 7*

Relationships are the key to successful inclusion with all parties knowing exactly what directions and outcomes are being worked on. If this is successful all stakeholders can benefit in some way from the educational success of children.

Participant 18

In order for a school to be truly inclusive then all stakeholders must have a role to play in setting the inclusive ethos. A school will need to establish a strong inclusive vision and then articulate that and develop it across the school community, students, parents and the wider community including local primaries should be involved in understanding and hopefully sharing the inclusive ethos.

Participant 14

One could hypothesise participants within this viewpoint appeared to embrace inclusion as a rights-based issue. It is apparently the view of those holding this viewpoint that *it is every child's right to be educated within a mainstream setting* (1: +3) and that *if children are to have equal opportunities, then inclusive education is essential* (4: +2).

Every child has the right to a mainstream education and I firmly believe that specific needs must not detract from this right. It is important that the well-being and mental health of young people is not impacted by them feeling unwanted and unwelcome in certain settings, therefore the offer of mainstream education must always be provided.

Participant 3

Every child should have the right to be educated in a mainstream setting, the best provision for every child should then be discussed and decided upon by parents, students and providers but in the first instance the opportunity and choice to attend mainstream should be available to all.

Participant 14

Viewpoint Two differed from Viewpoint One in demonstrating a stronger level of disagreement with the notion that *inclusion sounds good in theory but does not work well in practice* (Viewpoint One 11: -1; Viewpoint Two 11: -3).

In contrast with Viewpoint One, Viewpoint Two signified agreement with statements linking inclusion to positive long-term outcomes for students with additional needs and wider society (10: +3; 46; +2), this including a firm belief that inclusion is important to the well-being of students with additional needs (3: +4; 36; -2).

Participants holding Viewpoint Two appeared to strongly disagree with the idea that *the efforts required to include challenging students often outweigh the benefits* (43: -5). One could hypothesise that Viewpoint Two's positive outlook regarding the outcomes of inclusion may underpin its favourable holistic view of inclusion.

Viewpoint Two agreed with core ideological aspects of inclusion including mainstream schools catering for, and adjusting their systems to meet the needs of all students (2: +3; 9: +2). It was interesting that participants who held Viewpoint Two did not however indicate a view regarding whether inclusion should be a full-time experience (16:0). There appeared to be some internal confliction within Viewpoint Two however as it presented a mild level of agreement that *some students needs may only be met within a specialist setting* (13: +2).

Those schools who value inclusion are much richer, more vibrant places to learn and work. It is our moral duty to ensure every child in every school realises their limitless possibilities, and so no effort can ever be too great

Participant 17

Society is made up of all sorts of people with all sorts of needs. It is vital that children develop and grow up in this environment in order to create an inclusive society.

Participant 7

Viewpoint Two differed from Viewpoint One in its more significant disagreement with the notion that students with additional needs undermine a school's capacity to deliver effective education (47: -6).

A school or college that is highly inclusive can be both good at educating or poor. This is not a pre-requisite to either.

Participant 13

Students if included effectively only add to a school's ability to deliver successful education.

Participant 1

Participants responded to statements which linked inclusion to negative impacts upon staff or peers with strong disagreement (23: -4), in particular the statement that *inclusion is no more than dumping challenging students on teachers* (35: -6)

This is a very poor view of inclusion - a truly inclusive education should never be about dumping students - it is about providing opportunity and education for all and providing them with the techniques and strategies to be successful with the required support.

Participant 14 in relation to item 35

Every child has a right to a rich, vibrant learning adventure. In my opinion, inclusion means that every child receives a learning menu that is right for them, which may mean a different environment or methodology. When done well, this means that there should never be an impact on the learning of others.

Participant 17

Participants holding Viewpoint Two disagreed *it is more important that students receive appropriate learning opportunities than all students are included* (12: -2). Indeed, they did not appear view the issue in such a dichotomous manner – as appeared to be the case for those holding Viewpoint One.

An inclusive education provides students with the appropriate learning opportunities and includes them all in those opportunities. Why does one have to exist without the other, they can be delivered and achieved hand in hand.

Participant 14

Viewpoint Two appeared to indicate that inclusion is achievable with typical levels of resourcing (28:0; 29:0; 30:0) which contrasts significantly with the Viewpoint One. Appropriate differentiation within the mainstream classroom for all learners was perceived as realistic (14: -4). That participants didn't view resourcing as a barrier might explain why they agreed to a much greater degree that *inclusion is a more efficient method for educating all learners than segregated schooling* (17: +2).

Headteachers who subscribed to this viewpoint disagreed that mainstream teachers do not have the experience (19: -3) or skillset (18: -1) required to facilitate inclusion.

The qualitative data indicated once again that relationships were perceived as the cornerstone to inclusive practice within this viewpoint:

Inclusion isn't about the training, isn't about the CPD. It comes fundamentally down to the strength of relationships with students. An outstanding practitioner will always be inclusive.

Participant 11

Viewpoint Two assigned particular importance to the social inclusion of all students and indicated the view agreement with the notion that inclusion leads to positive social outcomes for all students (42: +4; 44: +4; 45: +3).

Relationships again are critical for students to understand societal norms, acceptance, resilience and working with others. Without these positive relationships, their journey will be all the much harder.

Participant 11

In my experience, children are open minded, accepting and do not question that those with additional needs are simply another lovely person to be with. In fact, those children who have experience of an inclusive environment are more informed, better prepared for life in wider society and enriches the school's ethos from within

Participant 17

This viewpoint disagreed to a stronger degree than Viewpoint One that *children with SEN should not be included if their presence has a negative impact upon other students* (5: -5).

Headteachers who held this viewpoint placed less importance upon educational policy and the strategic planning of the Department of Education in relation to the implementation of inclusion (54: +1; 55+1).

Participants didn't indicate agreement that *the attainment agenda is at odds with the inclusion agenda* (52: -1), which may be because they did not perceive that *greater inclusion will lead to a lowering in a school's overall attainment scores* (48: -3).

Summary

Overall, Viewpoint Two presented a favourable view of inclusion and appeared to align with the needs-based and rights-based ideology which underpin it. It presented a view that inclusion is manageable within typical mainstream resourcing.

Viewpoint Two placed a significant importance upon school culture and systemic collaboration within the school and between the school and the wider school community for the success of inclusion.

Participants holding this viewpoint placed importance upon social inclusion and held a view that inclusion is linked to positive social outcomes for all.

It was viewed by Viewpoint Two that mainstream teachers have the experience and skillset to implement inclusive practice and differentiation for all is possible within a mainstream classroom. Little importance was applied to educational policy and direction being a barrier to inclusion.

Viewpoint Two perceived that both inclusion and appropriate learning opportunities for all students are achievable within a mainstream setting. It appeared to indicate they perceive that inclusion benefits everyone.

4.7 Consensus Statements

The following statements were identified within the data analysis as *consensus statements* i.e. both viewpoints treated these items similarly. Appendix T and Appendix U provide tables of the consensus and distinguishing statements identified within the statistical analysis and their associated Z-scores.

Twenty-three statements were not significant at the $p < 0.01$ level, with eight being significant at the $p < 0.05$ level - indicated below with an *.

4.7.1 Attitudes of others

The attitudes of teachers (58: -3, -1), young people (59: -2, -2) and parents of typically developing peers (60: -2, -2) were not seen to be a barrier to the implementation of inclusion within either viewpoint.

Both viewpoints disagreed strongly that *the more inclusive a school is the less attractive it will be to the parents of potential students* (49: -4, -4).

In my experience, children are so encouraging and supportive of children with additional needs. Typically, children don't see the additional need, they see a friend.

Participant 15

4.7.2 Inclusion as a journey

A great deal of importance was paid to the notion that *inclusion is an ongoing journey not a one-time achievement* (6: +5, +4). Both viewpoints disagreed strongly with the idea that *inclusion is a top-down burden imposed upon schools* (56: -4, -5).

This is plainly a ridiculous statement that ignores the worth and value of the children and young people in your care as a Head or Principal

Participant 13 responding to item 56

4.7.3 Outcomes of inclusion

There was some level of agreement that some students may be vulnerable in a mainstream setting (50: +2, +1). And, there was some marginal consensus that inclusion leads to students holding more positive attitudes towards peers with additional needs (*45: +1, +3) and a more inclusive society (*46: 0, +2).

4.7.4 Behaviour

Both viewpoints signified some disagreement with the notion *students exhibiting challenging behaviour are the hardest to include* (*26: -1, -2) and that *inclusion leads to a deterioration in behavioural standards* (53: -4, -4) or increased levels of exclusions (*51: -2, -3).

The most challenging children often are the most rewarding if the structures consistency and routines are put in place with a personalised curriculum that they can engage with and grow.

Participant 18

4.7.5 Staff factors

Both viewpoints attributed little importance to the notion that *Learning Support Assistants play a key role in implementing inclusion* (24: 0, +2). Additionally, little importance was applied either way to the notions that *initial teacher training does not prepare teachers for inclusive practice* (21: +1, 0) or *teachers need extensive special education skills if they are to effectively support students with additional needs* (18: 0, -1).

There was, though, a consensus that inclusion does not require teachers to have a reduced workload (22: -3, -1), and does not have *a negative impact upon teacher retention* (*23: -2, -4).

Both viewpoints disagreed with the notion that *the well-being of staff is a greater priority for schools than inclusion* (8: -4, -3).

There was however an agreement that *teachers need high-quality professional development opportunities to facilitate inclusion* (20: +3, +3).

4.7.5 Resourcing

Headteachers within both viewpoints placed reduced significance upon the need for more staff to facilitate inclusion (29: +2, 0), and placed little importance of their evaluation of the notion that *mainstream settings have inadequate space and physical resources to accommodate all learners* (*30: +1, 0).

4.7.6 Importance of systemic working

There was consensus between the viewpoints that *a close partnership between school leaders and teachers is key to successful inclusive education* (38: +4, +5) and *close relationships between the school, parents and the community are important for inclusion to succeed* (41: +4, +6).

Specialist settings were also seen in both viewpoints as an asset *to support mainstreams to implement inclusive education* (15: +3, +1)

By its very name, inclusion needs to involve all parties and cannot be something that is done to young people and families, but everyone needs to be part of decisions regarding provision. To ensure effective inclusion, all parties need to be involved in the shaping of provision.

Participant 3

4.7.7 Shared understanding

Both viewpoints indicated that headteachers perceived that *if inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is* (33: +3, +5).

A school or college is a community that extends beyond its walls - it's vital that we all play a role and there is a shared understanding

Participant 13

Often the best interests of students are muddied by key partners coming at meeting those needs from different agenda - often clashing between perceived entitlement and financial constraint. Understanding all aspects of the available provision and way of working is likely to improve this.

Participant 20

This is interesting given that both viewpoints applied little significance to the statement that *it is unclear what inclusion truly means* (*57: 0, -1), highlighting this population may not perceive strongly they have a defined clear understanding themselves.

4.7.8 Perception of the local authority's agenda regarding inclusion

Headteachers across both viewpoints were in mild agreement that *inclusion is promoted by local authorities because they do not have sufficient specialist provision* (34: +1, +1) and there was neutral to low level agreement that *the local authority has a different agenda to educational settings regarding inclusion* (*32: +2, 0).

4.7.9 National policy and picture

There was consensus that *there is a lack of strategic planning from the department of education regarding inclusion* (55: +3, +1). Less importance was applied by participants within these viewpoints to the notion that *the national curriculum requires modifying if inclusion is the goal* (61: +1, 0).

> *There needs to be clear vision nationally to ensure that all children get the same response to need. Schools and LA's interpretation of inclusion is different and often not based on the latest educational research.*
>
> Participant 18

Both viewpoints indicated a mild disagreement with the notion that *mainstream settings are currently doing a good job of implementing inclusion* (7: -1, -1).

4.8 Non-significant and confounding Q-sorts

Three of the completed Q-sorts did not load significantly onto one of the two viewpoints. These Q-sorts were 1, 10 and 12, their factor loadings can be found in table 4.5. The researcher reviewed these completed Q-sorts and their qualitative comments to establish if any alternative viewpoints had not been captured within the factor solution.

Table 4.5 A table to show the demographic information of non-significant and confounding Q-sorts

Participant	Factor Loadings		Setting Type	Gender	Years in the headteacher role	Years working in Education
	1	2				
1	0.3982	0.2914	Primary	Female	0-5	21-25
12	0.2567	0.1776	Secondary		0-5	21-25
10	*0.6162	*0.4859			0-5	16-20
***indicates significant loading at the 0.43 sig level						

4.8.1 Q-sort 1

If the significance level had remained at 0.33 Q-sort 1 would have significantly loaded onto Viewpoint One. Q-sort 1 placed most importance upon all aspects of resourcing as a requirement to facilitate inclusion (30: +5; 28: +6; 29: +6).

Inclusion needs adequate funding. If this is not in place or the school cannot afford to put adequate funding in place the placement will fail regardless of how good the teaching and learning on offer is. School budgets are at breaking point, I have reduced the number of support staff in order to balance the books, this is not conducive to the inclusion agenda.

Uniquely this Q-sort indicated a view that *a business-like approach towards education is not conducive to increased inclusion* (40: +5) and that *inclusion sounds good in theory but does not work well in practice* (11: +5). This Q-sort disagreed fundamentally that *headteachers are responsible for ensuring effective inclusion occurs* (37: -5) and that mainstream teachers don't have the required skills, experience and preparation for inclusive practice (18: -4; 19: -4; 21: -3). This Q-sort perceived that local authorities promote inclusion due to a lack of specialist provision (34: +4).

4.8.2 Q-sort 12

This Q-sort uniquely indicated greatest agreement with the notion that inclusion *is a top-down burden imposed upon schools* (56: +6).

It is a way to save money on specialist places, equipment and resources - no extra or specialist training, resources, spaces etc were provided for schools - so we are always playing catch up

This Q-sort identified funding as a significant factor (28: +5) and perceived that *inclusion is a more efficient method for educating all learners* (17: +5) This participant indicated a strong disagreement that it was *unclear what inclusion truly means* (58: -4) and that *if inclusion is to be successful a shared understanding is required with families, schools and the local authority* (33: -3).

This viewpoint was unique in the extent of disagreement with the notion that *in order to facilitate inclusion, the workload of teachers needs to be reduced*, identifying that

teacher workload is always high (22: -6). This viewpoint disagreed that *inclusion is promoted by local authorities because they don't have enough specialist provision* (34: -5) and that *specialist settings can support mainstream settings to implement inclusive education* (15: -4).

4.8.3 Q-sort 10

Q-sort 10 significantly loaded onto both viewpoints and as a result provided an interesting hybrid of the two. This viewpoint was unique in its stronger disagreement with the statement that *inclusion sounds good in theory but does not work well in practice* (11: -5) and view that *inclusion is promoted by LAs because they do not have enough specialist provision* (34: -5).

It placed more significance upon the need for the national curriculum to be modified to support inclusion (61: +3) and the role of *specialist settings in supporting mainstream schools to implement inclusive education* (15: +5).

This viewpoint also indicated some level of agreement with the notion that *mainstream schools are currently doing a good job of implementing inclusive education* (7: +2). This viewpoint demonstrated a greater amount of concern that *some students are vulnerable within a mainstream setting* (50: +4).

Q-sorts 1, 10 and 12 indicate there may be a number of further viewpoints within this population which could not be captured within a two-factor solution. A greater sample size may support the revealing of marginalised viewpoints.

5. Discussion

5.1 Introduction to the discussion

This chapter will focus upon discussing the findings in the context of existing literature, reviewing the strengths and limitations of the research, and identifying the implications that emerged. It will be structured as such:

- Summary of the research findings
- How the findings relate to existing literature
- Strengths and limitations of the research
- Implications
- Conclusion

5.2 Summary of the research findings

The purpose of this research was to address the following research questions:

1. What are the viewpoints of mainstream headteachers within England towards inclusion?
2. What do these viewpoints tell us regarding how inclusion may be supported within mainstream settings in an English context?

Following by-person factor analysis, two distinct viewpoints were identified:

Viewpoint 1 – A pragmatic approach to inclusion and a belief that under current circumstances a segregated system of education is more suited to meeting the needs of all learners'

Viewpoint 2 – Inclusion is a right which is achievable through a positive school culture and by working together

The findings of this study aligned with prior research which had indicated that headteachers may hold different viewpoints regarding inclusion (Irvine et al., 2010; Khochen & Radford, 2012).

Webler et al's (2009) principles for a good factor solution were used to ensure the two emergent viewpoints were clear, distinct, simple and stable. These two emergent viewpoints were seen to be correlated at a weak to moderate level indicating they are distinct from one another (Watts & Stenner, 2012).

The viewpoints differed in many significant ways, including the level of agreement regarding:

- Inclusion being a right
- Resourcing and educational direction being a barrier to inclusion
- Whether inclusion is fundamentally desirable or practical presently

There were, however, many points of consensus between the viewpoints, indicating some shared perspectives, including:

- The importance of a shared understanding of inclusion between systems and systemic working for the successful implementation of inclusion
- Attitudes of young people, parents and teachers not being a barrier to inclusion
- Inclusion being an ongoing journey and not a top-down burden

The researcher drew upon the factor interpretations to identify factors that headteachers may perceive as inhibiting or facilitating the implementation of inclusion. The researcher will identify these throughout the discussion section, and address research question two directly within the implications section.

5.3 How the findings relate to existing literature?

The findings of this study appear to align with prior research which identified that different ways of viewing inclusion are present within the headteacher profession (Boyle & Hernandez, 2016; Conrad & Brown 2011; Khochen & Radford 2012; Subba et al 2019; Urton et al 2014; Wood et al, 2014). They also offer a unique and detailed account of the *range* of viewpoints held by headteachers specifically within an *English context*.

Whilst Q-methodology is unable to indicate the *prevalence* of the viewpoints revealed within a wider population of headteachers, it is certainly of some significance that a range of different viewpoints have been identified.

5.3.1 Ideology and practicality

The findings indicated that different viewpoints exist within the headteacher profession concerning the fundamental issue of whether schools *can* or *should* cater to all students.

Viewpoint One presented a clear narrative that inclusion can be powerful for the "right" students, but that mainstream settings cannot meet the needs or provide optimal learning opportunities for *all* learners, specifically students with complex needs including those medical in nature. Prior research has identified that this is not an uncommon viewpoint held within the role, identifying that headteachers' willingness to enrol students can - understandably perhaps - be dictated by their perception of whether their setting can meet the child's needs - complex needs reportedly often being perceived as being beyond a mainstream school's capacity (Boyle & Hernandez, 2016; Croll & Moses, 2000).

It is important not to make the assumption, however, that Viewpoint One's views are essentially anti-inclusive or exclusionary, in intention at least. Rather, they appear to be underpinned by a pragmatic view that a segregated system of schooling presently provides a more effective education for some individual children. One could argue that these headteachers appear to fundamentally perceive too many barriers currently for the implementation of inclusion as identified within the Salamanca Statement (UNESCO, 1994). Viewpoint One has coherence to its overall sense-making when it is viewed holistically.

Viewpoint Two, alternatively, implied readiness to embrace an inclusive schooling system, and alignment with the underpinning philosophy identified within the Salamanca Statement (UNESCO, 1994). As a viewpoint, it endorsed inclusion as a rights-based and needs-based approach, and indicated a view that it is practically *possible* within the current system. It also appeared to embrace a view that inclusion is a moral responsibility, which aligns with how some headteachers have been shown to view inclusion within prior research (Conrad & Brown, 2011; Khochen & Radford, 2012). There did appear to be some internal conflict within this viewpoint, however, which is important to consider. That is, despite indicating mainstream schools should cater for all students, Viewpoint Two - similarly to Viewpoint One -

indicated agreement that *some* students' needs can only be met in a specialist setting.

The findings also aligned with prior research which demonstrated that contrasting viewpoints exist within the headteacher population regarding the practical and ideological implementation of inclusion (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012; Wood et al., 2014). Viewpoint One firmly disagreed with the notion that inclusion should be a full-time experience, while Viewpoint Two indicated ambivalence regarding this statement. It is interesting that Viewpoint Two applied importance to the idea that mainstream schools should cater for all students but did not apply the same level of importance to inclusion being a full-time experience. One hypothesis may be that this difference in evaluation has roots in the common difficulties regarding defining inclusion as a concept and a lack of agreement as to whether it solely refers to a physical placement within a school or a full-time experience (Lindsay, 2007; Norwich, 2008; Odom et al., 2011).

Both viewpoints ascribed great importance to the notion that inclusion is a journey rather than a one-time achievement, and both strongly disagreed that inclusion is a top-down burden imposed upon schools.

Both viewpoints perceived inclusion as important, however, they fundamentally disagreed regarding its feasibility and efficacy within the current educational climate. Viewpoint One echoed views found within prior research that inclusion is desirable but not feasible presently (Croll & Moses, 2000). Both viewpoints emphasised the importance of all children receiving optimal positive educational opportunities and outcomes, yet there was a significant divergence regarding whether these can be attained within mainstream settings.

5.3.2 Rights

The viewpoints diverged in their view of whether inclusion within a mainstream school is the fundamental right of every child. Viewpoint One disagreed with this, qualitative data indicating a prioritisation of equity of educational opportunities over equality of access. Viewpoint Two indicated a strong view that it is every child's right. While research has not investigated headteachers perceptions of the "rights" aspect of inclusion, the findings do appear to capture considerations that are being

discussed in wider society and within literature (Williams-Brown & Hodkinson, 2020). These include whether the right of a child to experience the highest quality educational opportunities is incompatible with their right to attend a mainstream educational setting (Farrell, 2000; Lauchlan & Greig, 2015).

5.3.3 The outcomes of inclusion

Viewpoint Two indicated a strong view that inclusion is tied to positive social outcomes and long-term benefits for society and all learners, while Viewpoint One appeared to be more ambivalent. The results replicate findings of prior research which identified that headteachers may hold diverging views regarding the benefits of inclusion (Urton et al., 2014; Wood et al., 2014). Viewpoint One directly contrasted with research which suggested that headteachers hold positive views regarding the outcomes of inclusion for students with additional needs and the wider school community (Khochen & Radford, 2012; Subba et al, 2019).

While empirical evidence is not conclusive regarding whether a relationship exists between the inclusivity of a setting and its overall attainment scores (Farrell et al., 2007) this research indicated two divided viewpoints within the sample regarding this notion. Viewpoint One indicated a view that greater inclusivity lowers a school's overall attainment scores while Viewpoint Two strongly disagreed with this. It is important to consider these findings and acknowledge the importance of them given the attainment agenda and the high-stakes accountability within the headteacher role (Hoppey & McLeskey, 2013). It is likely that a view that greater inclusivity decreases overall school attainment may affect an individual's viewpoint and behaviour concerning inclusion.

5.3.4 Academisation

There was a consensus within the viewpoints that academisation and a business-like approach towards education do not inhibit the implementation of inclusion. Viewpoint One adopted a particularly strong stance that the academisation of schools does not inhibit inclusion. This would be interesting to explore further given wider literature has indicated that decentralised funding mechanisms, despite providing greater flexibility at a school level, can negatively impact inclusive practice at a national level

(Meijer & Watkins, 2019). One hypothesis may be that headteachers view academisation as broadly beneficial, as it provides them with greater levels of flexibility and direct control of their financial resources.

5.3.5 National educational policy and direction

The findings revealed that a population of headteachers within this sample perceived that current educational policy is not conducive for promoting inclusion and that there is a lack of strategic planning from the Department of Education in this area. This aligns with prior research which identified that headteachers can perceive that wider educational systems and policy may impact upon the implementation of inclusion (Graham & Spandagou, 2011; Subba et al., 2019). Viewpoint One also captures discussions occurring within wider literature regarding the dissonance between the government's espoused commitment to inclusion and their educational policies (Lambert & Frederickson, 2015). It is interesting is that Viewpoint Two did not apply significance to these arguments, as it revealed divergent views on whether national agendas, strategic planning and policy are a significant barrier to the implementation of inclusion.

Viewpoint One indicated that a population of headteachers perceive that the attainment agenda is *not* compatible with the inclusion agenda. This resonates with wider discussions within the research, which have identified this tension between the two agendas within England (Ainscow et al., 2006; Brown, 2018; Rouse & Florian, 1997; Tod & Ellis, 2014). This perception was not found to be universal across both viewpoints, Viewpoint Two disagreeing with this notion. This may be because, unlike Viewpoint One, Viewpoint Two did not see the two as *competing* agendas since they did not perceive that greater inclusion lowers a school's overall attainment scores.

Despite prior research identifying that headteachers commonly perceive the national mainstream curriculum as a barrier to inclusion (Khochen & Radford, 2012; Subba et al., 2019), relatively little importance was applied to this notion within both viewpoints.

5.3.6 Resourcing

Viewpoint One emphasised the importance of resourcing in the implementation of inclusion, particularly funding. This finding is consistent with prior research which identified that headteachers consistently identify resourcing and funding as being vital for the implementation of inclusion and a school's capacity to be inclusive (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Graham & Spandagou, 2011; Khochen & Radford, 2012; Wood et al., 2014). Viewpoint Two presents an alternative viewpoint, however, which hasn't been captured in prior literature. It evaluated resourcing to be of lesser importance when compared to other factors for the implementation of inclusion, supporting the argument of Waldron et al (2011).

The findings illustrated that within one viewpoint, collaboration with specialist settings or external educational services was seen to be important for facilitating inclusion. This aligns with prior research in which headteachers identified inter-school collaboration may support inclusive practice (Conrad & Brown, 2011).

5.3.7 Attitudes of peers, teachers and parents

Academic literature conducted in other nations has identified that headteachers view the attitudes of staff, parents and teachers can be a barrier to the successful implementation of inclusion (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012; Schuelka, 2018; Subba et al., 2019). The findings of this study provided contrasting evidence as both viewpoints disagreed that the attitudes of such individuals were a barrier to inclusion. This is of particular importance when we consider the Reasoned Action Model, which would propose that cultural attitudes and perceived norms may impact upon a headteacher's attitude, intention and behaviour (Fishbein & Ajzen, 2010).

5.3.8 Definition of inclusion and a shared understanding

Both viewpoints indicated a perception of there being a lack of clarity regarding what inclusion truly means. This aligns with literature that has highlighted that headteachers can find it hard to conceptualise inclusion (Conrad & Brown, 2011; Graham & Spandagou, 2011). There was a consensus between the two viewpoints

that if inclusion is to be successful, schools, families, and the local authority must have a clear and shared understanding of inclusion. This is interesting given that there doesn't appear to *be* a shared understanding of inclusion within the role. The viewpoints appear to capture arguments made within wider literature regarding a shared vision of inclusion being important to drive inclusive practice at a macro level Carrington, 1999; Vizer-Karni & Reiter, 2014). The findings highlight the persistent difficulty which exists within educational policy, research and common discourse with defining inclusion (Burton & Goodman, 2011; Fuchs & Fuchs, 1994; Kalambouka et al., 2007; Norwich, 2008).

5.3.9 Training

While limited importance was applied to staff level factors, headteachers within both viewpoints agreed that high-quality professional development opportunities for teachers are of great importance for facilitating inclusion. The findings replicate prior research in which headteachers emphasised the need for increased levels of training on inclusive practice (Boyle & Hernandez, 2016; Conrad & Brown, 2011; Khochen & Radford, 2012; Subba et al., 2019). Interestingly, neither viewpoint had strong views regarding whether initial teacher training prepared teachers for inclusive practice, this can be seen as surprising given this factor is identified within the literature as important (Schuelka, 2018; UNESCO, 2017).

5.3.10 School culture and collaboration

Prior research identified that collaboration within a setting and with the wider school community is perceived as important by headteachers for the success of inclusion (Conrad and Brown, 2011: Irvine et al, 2010). The findings within this study aligned with this. Given these findings, it is interesting to consider Boyle and Hernandez's (2016) argument that despite collaboration being intrinsic to successful inclusion, headteachers perceive that little training is directly targeted at fostering collaboration within education settings.

Perceptions of both viewpoints appeared to align with wider academic research which identifies that close collaboration within a school culture and partnerships between the leadership and teaching staff are two of the most significant facilitating

factors for inclusive practice (Florian et al., 2016; Hoppey & McLeskey, 2013; Lieber et al., 1997; Osler et al., 2001; Poon-McBrayer & Wong, 2013; Schuelka, 2018; Tjernberg & Mattson, 2014).

Both viewpoints indicated that headteachers perceived that how successful a school is in terms of including all learners depends greatly on the overall school culture. As such, the findings align with prior research (Conrad & Brown, 2011; Graham & Spandagou, 2011). Viewpoint Two placed the *greatest* importance upon school culture for the successful implementation of inclusion. Meanwhile, Viewpoint One acknowledged its importance but evaluated resourcing, external support and aspects relating to educational policy and direction as being of more importance.

What is interesting to consider is that academic literature has highlighted the key role headteachers themselves play in *shaping* their school's culture (Billingsley et al., 2018; Burstein et al., 2004; Crum & Sherman, 2008; Leithwood & Riehl, 2005; Poon-McBrayer & Wong, 2013; Zollers et al., 1999). The two divergent viewpoints suggest that headteachers within England may shape the culture and ethos of their settings in different ways, and research would suggest this may impact upon the teaching practice of their staff and attitudes of the school community (Ainscow et al., 2012; Combs & Whipple, 2010; Copfer & Specht, 2014; O'Toole & Burke, 2013; Sharma & Sokal, 2016).

5.3.11 The importance of leadership

Both viewpoints indicated the perception that it is the responsibility of the headteacher to ensure that effective inclusion occurs. This aligns with Irvine's (2010) findings that headteachers can view it as their role to ensure that inclusion is implemented effectively. Within Irvine's (2010) research, headteachers discussed this as being achieved through creating an inclusive "atmosphere": this is interesting given the great importance headteachers within this study also ascribed to school culture and systemic working for the success of inclusion.

5.3.12 Willingness to adjust systems

The viewpoints diverged in their response to the statement that schools should adjust their systems so as to be able to meet the needs of all students. An argument

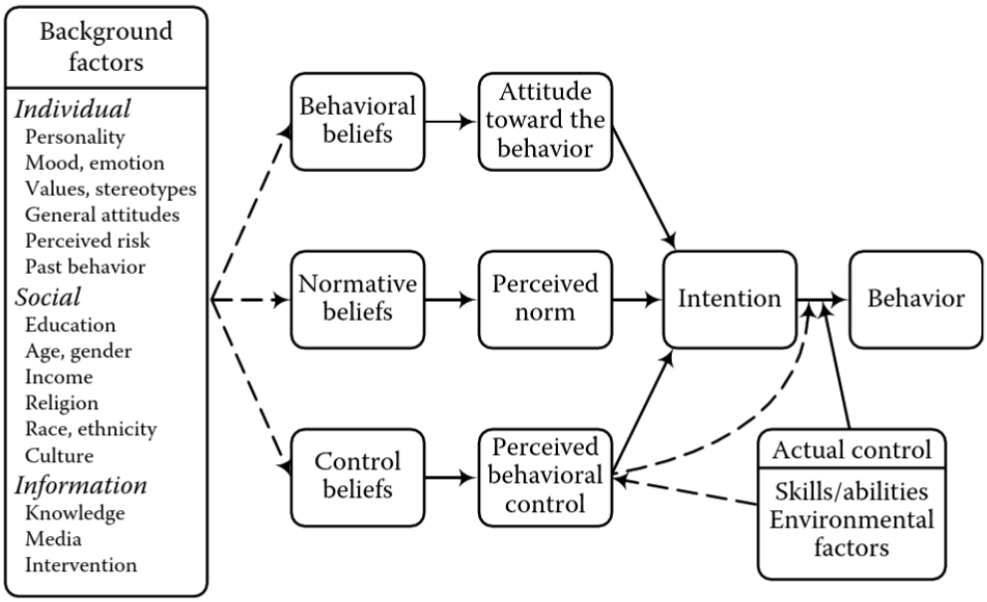
could be made that this divergence is predictable, given the viewpoints' respective evaluations of the ideology of inclusion and corresponding outcomes. This appears to support the notion discussed in wider literature that headteachers' decision making regarding structural and systemic changes is guided by their views regarding inclusion (Burstein et al., 2004; Shani & Koss, 2015).

5.3.13 Reasoned Action Model – An Explanation?

The researcher will now consider the findings in relation to the Reasoned Action Model, as discussed in Chapter One (Fishbein & Ajzen, 2010). This theoretical model proposes that an individual's viewpoint can be understood to be related to their perception of their behavioural control, their perception of social norms, their behavioural intention and their behaviour. It proposes that behavioural beliefs are a combination of the individual's evaluation of performing the behaviour and their perception of the outcomes of the behaviour (Ajzen & Fishbein, 2005). Viewpoint One ascribed little importance to the outcomes of inclusion. When understood using the Reasoned Action Model, it is unsurprising they held a less favourable holistic view of inclusion. If promoting positive attitudes towards inclusion is the desired outcome, it must be considered how to promote positive perceptions of the outcomes of inclusive practice.

Viewpoint One appeared to ascribe the greatest significance to factors which the researcher would argue are beyond their direct control (e.g. policy, funding) while Viewpoint Two appeared to apply significance to those which are within their direct control (e.g. school culture, systemic relationships). One hypothesis may be that the viewpoints are divergent because of a difference in perception of behavioural control concerning the implementation of inclusion.

Figure 5.1 A figure to show The Reasoned Action Model (Fishbein & Ajzen, 2010, pg 22)



It is interesting to consider that Viewpoint One was apparently held by the more experienced headteachers in the sample. This could indicate that experience within the role has impacted upon their behavioural, normative or control beliefs. This would be a worthy avenue of further exploration.

The model has significant implications for the findings of this research. One may hypothesise that the divergent viewpoints may exist within the population as a result of differing perceptions regarding behavioural control or behavioural beliefs in relation to inclusion. The model would suggest that it is likely, because of the differing viewpoints held that there will be variance in headteachers' intentions to implement inclusive practice, and as a result their behaviour regarding inclusion is likely to vary.

If the desire is to promote inclusive practice it would appear that it is important to develop positive behavioural and control beliefs regarding inclusion and promote positive outcomes of engaging in inclusive practice within the headteacher population.

5.3.14 Summary

The findings of this research have been clarified and related to the existing literature within the field. The researcher will now present a discussion regarding the strengths and limitations of this research.

5.4 Strengths and limitations of the research

In the interest of reflexivity, the researcher will consider both the strengths and limitations of the Q-methodology research design which was used within this study.

Q-methodology can be understood to be a mixed methods research design embracing quantitative and qualitative aspects (Ramlo, 2016). As such it makes sense to draw upon both quantitative and qualitative quality assessment indicators (Armstrong, 2017).

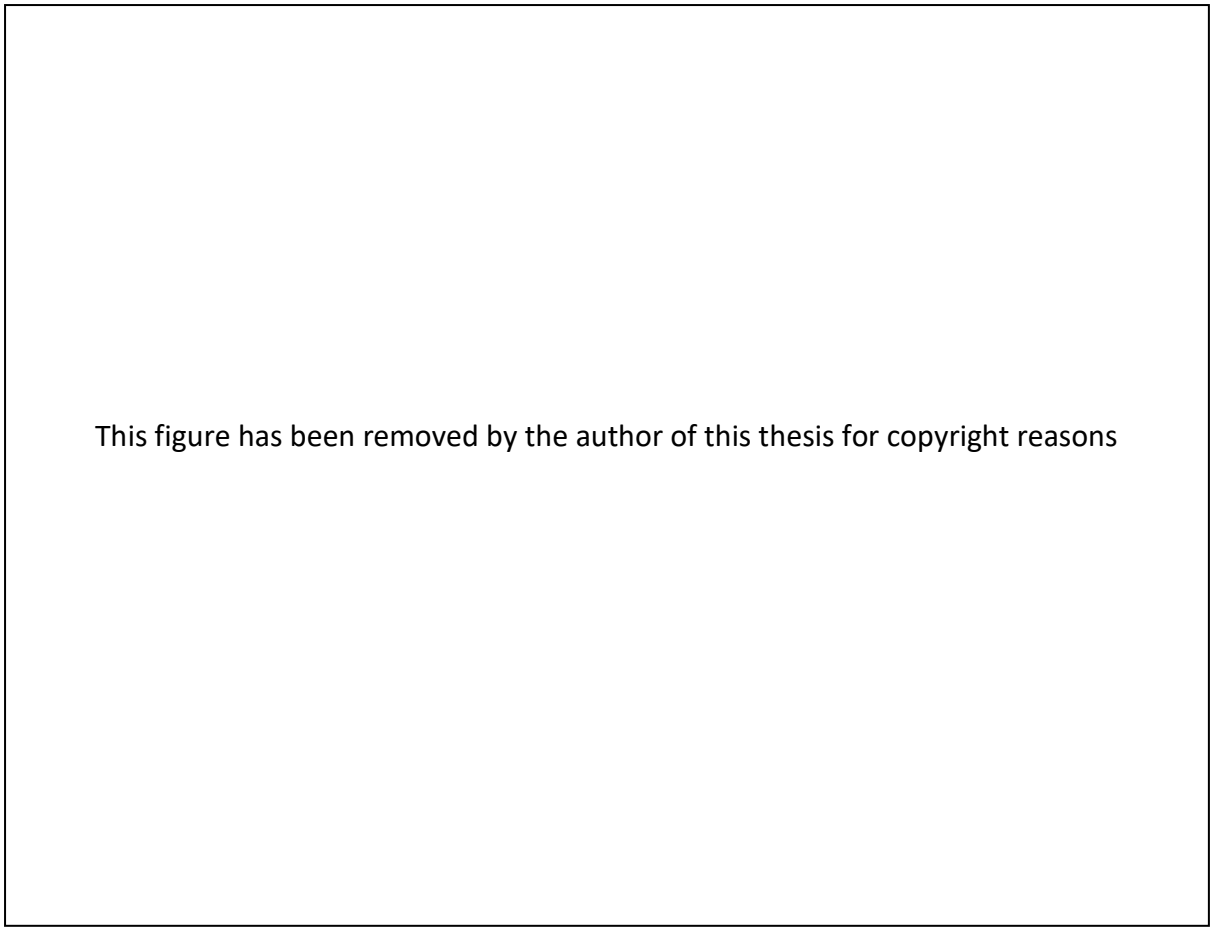
Guba (1981) suggested four constructs of quality which researchers can use to assess the trustworthiness of their study if it draws upon qualitative data. These can be understood to correspond and run parallel to quantitative quality criteria (Shenton, 2004).

Table 5.1 A table to show Guba's (1981) qualitative quality constructs and their parallel quantitative quality constructs

Guba's (1981) Qualitative Quality Constructs	Parallel Quantitative Quality Constructs
Credibility	Internal Validity
Transferability	External Validity
Dependability	Reliability
Confirmability	Objectivity

Shenton (2004) provided a framework of provisions that researchers can use to assess the trustworthiness of their research against Guba's (1981) qualitative quality indicators. The researcher will draw upon this framework to review qualitative quality indicators of this research but will also discuss more traditional quantitative indicators.

Figure 5.2 A figure to show Shenton's (2004, pg. 73) provisions that may be made by a qualitative researcher wishing to address Guba's (1981) four criteria for trustworthiness



5.4.1 Credibility and Internal Validity

5.4.1.1 Adoption of appropriate research methods

The researcher presented a transparent discussion regarding why Q-methodology was selected as an appropriate research design to address the research questions within Chapter 3.0. Q-methodology had been previously used within educational research to explore the viewpoints of educational professionals in an effective manner (Barnes et al., 2015; Cooper et al., 2018; Hallam, 2014; Rodl et al., 2020). It had not, however, been used to explore the range of viewpoints within the mainstream headteacher population regarding inclusion. Identifying the viewpoints of mainstream headteachers was perceived to be important given that literature highlights they are in a key strategic role and may impact upon the practical

implementation of inclusive practice (Burstein et al., 2004; Meo, 2015; Shani & Koss, 2015). No prior research had explored the viewpoints within this population within an English context. Q-methodology provided the researcher with the ability to explore which factors were seen as important to the implementation of inclusion within this population and identify implications regarding how inclusive practice may be supported within mainstream educational settings.

5.4.1.2 Development of early familiarity with culture of participating organisations

A potential limitation within this research is that the researcher was not able to gain a detailed appreciation of the specific context of each headteacher, nor of the setting in which they worked. With greater levels of familiarity, the researcher may have been able to construct theories more grounded in contextual knowledge.

5.4.1.3 Random Sampling

The researcher drew upon ‘snowball sampling’ - a method recommended within Q-methodological literature (Webler et al., 2009). Whilst this approach does have limits including the increased potential for self-selection bias, opportunistic snowball sampling did enable the researcher to reduce researcher bias and ultimately resulted in a diverse sample. The researcher is aware that self-selection bias may have been an issue and potential marginalised viewpoints may not have been captured as a result.

5.4.1.4 Triangulation

To support triangulation in the development of the concourse, the researcher drew upon multiple and varied sources including academic literature, questionnaire measures, individual interviews and contemporary media to ensure adequate representation of inclusion as a holistic subject. During the factor interpretation, the researcher drew upon qualitative post-sort data, demographic information and the quantitative factor array data. Guba (1981) would suggest that using data drawn from different methodological approaches reduces the limitations of each individual method and bolsters their benefits. Shenton (2004) would argue the researcher

supported triangulation by drawing upon a wide range of informants from a number of different organisations, thus ensuring that individual viewpoints were verified against others, hence increasing credibility.

5.4.1.5 Ensuring Honesty

To support honesty and reduce social bias all participants were provided with the opportunity to not participate and withdraw at any moment. It was repeated throughout the instructions to participants that there were no right or wrong answers, and that it was the participant's authentic viewpoint which was of interest.

In addition, it was made clear within the participant information sheet that the researcher was independent from their local authority, so participants need not have feared losing credibility with the Educational Psychology Service. These strategies were suggested by Shenton (2004) to promote honest responses.

The research design ensured that participants were provided with anonymity and this was communicated to participants. It was hoped that this would support a reduction in social responding and demand characteristics.

5.4.1.6 Iterative questioning

Due to the procedure of Q-methodology the researcher was not able to use iterative questioning to explore contradictions or falsehoods within the data set which Shenton (2004) also recommends to ensure honesty. An argument can be made that within Q-methodology a participant's subjective sort cannot be seen as dishonest as there is no outside criterion by which to judge their perception of the truth. The researcher did highlight contradictions where they were perceived to exist within the viewpoints during the factor interpretation which Shenton (2004) would suggest is best practice.

5.4.1.7 Negative case analysis

Q-methodology does not align with a negative case-analysis approach, in which the researcher refines the hypotheses to address all cases of the data captured within the research, as the methodology encourages the exclusion of non-significant or

confounding Q-sorts (Shenton, 2004). Within this study the researcher excluded three Q-sorts that did not significantly load or loaded in a confounding manner onto the two factors. To address this limitation the researcher provided an account of each of these excluded Q-sort configurations to ensure that potential marginalised viewpoints which may exist within the wider population but were not identified within the two-factor solution were presented.

5.4.1.8 Debriefing sessions and Peer scrutiny

The researcher utilised consistent and frequent peer supervision with two Trainee Educational Psychologist (TEP) colleagues, who were utilising Q-methodology within their research. These supervision sessions including focusing upon:

- Collaborating and reviewing which online Q-sort software to utilise
- Designing and reviewing universal instructions for the online platform
- Supporting the refinement of the researcher's Q-set
- Scrutinization of the scree plot

A three-stage procedure was used to support objectivity and reflexivity within the factor interpretation. This included:

1. Collaboratively reviewing the Factor Array Crib Sheets within peer supervision to develop initial interpretations of key themes and how they may interconnect.
2. The researcher's factor interpretation accounts were then scrutinised by these peers and the key characteristics of each factor were established to ensure that the researcher's summary was a valid representation of the overall factor.
3. The researcher then drew upon recaptured-item technique with two different TEP colleagues who had not been consulted with previously (Meehl et al., 1971) to support reducing the researcher's subjectivity with naming the factors.

The researcher believes that the strategies which were adopted promoted reflexivity and, where appropriate, an objective research approach. It allowed potential

assumptions of the researcher to be challenged by those who did not have the same closeness to the research (Shenton, 2004).

5.4.1.9 Reflective commentary

The researcher would argue this research demonstrates what Guba and Lincoln (1994) would denote as “progressive subjectivity” as:

- The researcher endeavoured to provide reflective commentary of their research approach and findings throughout.
- The researcher embraced an abductive approach and aimed to provide transparent accounts of where data guided emerging hypotheses.

5.4.1.10 Description of background qualifications and experience of the researcher

In the interest of reflexivity, the researcher provided information regarding their personal and professional motivations in this topic within the introduction. To support further reflexivity the researcher will now provide demographic details: The researcher is aged 29 and identifies as a white male. The researcher has experience working within multiple mainstream educational settings across a variety of roles. The researcher has worked within four different Educational Psychology Services as a Trainee Educational Psychologist and/or Psychology Assistant.

5.4.1.11 Member checks of the data collected and interpretations/theories formed

A limitation of this research is that no member checks were completed of their factor interpretations. This was deemed an unfortunate but necessary choice given the researcher wanted to ensure that data remained anonymous as it was collected on a third-party website to protect the participants from potential data breaches. Additionally, the researcher believed that preserving anonymity was of greater importance than factor validation, due to the socially contested nature of the topic and wanting to promote honesty. This did, however, prevent the research from ensuring the interpretations are understood in their full contextual meaning. When

consulting other Q-methodological studies which used an online procedure, it would appear this is common practice (Lazard & Capdevila, 2020).

5.4.1.12 Thick description of phenomenon under scrutiny

The researcher has aimed to provide a detailed and transparent description of the context of the research and each stage of the research process including the key decisions the researcher made.

5.4.1.13 Examination of prior research in framing findings

The researcher has presented in section 5.3 an in-depth account of their findings and detailed consideration of these findings in relation to past academic research.

5.4.1.14 Mortality

One potential participant attempted multiple times to complete the online Q-sort activity but due to technical difficulties with the website was ultimately unable to do so. This did suggest the possibility that some potential participants may have tried and failed to complete a sort, which could have impacted upon the size of the sample. This will be something to bear in mind for any future researchers intending to employ Q-methodology in a virtual space.

Those who did complete the Q-sort activity and provided feedback on their experience of the Q-sort activity commonly described it as interesting and thought-provoking.

5.4.1.15 Construct validity

The researcher endeavoured to ensure that the Q-set had a high content validity by using a thorough approach to their concourse development drawing upon multiple and varied sources to ensure it was representative of the whole topic. Where possible the language of headteachers that emerged within the concourse interviews was used within the final Q-set items.

The researcher's Q-set refinement process was supported by two TEP peers and an educational psychologist to ensure it represented inclusion as a holistic topic (Watts

& Stenner, 2005). To further support construct validity this Q-set was piloted with a diverse population who would have knowledge regarding inclusion as a topic. Feedback was provided that the Q-set captured the holistic topic.

5.4.1.16 Face validity

Participants were asked during the post-sort questionnaire to reflect upon whether they felt any statements were missing from the Q-set. Fifteen of the participants indicated they did not think so. Five participants identified the following themes they believed were not covered within the Q-set:

- If there should be a greater number of specialist settings
- If differences in attitudes towards inclusion existed between settings that cater for different educational phases
- How primary schools could support secondary settings with facilitating inclusion
- The role of OFSTED in relation to inclusion
- Further statements regarding aspects of the curriculum

This is a potential limitation of the Q-set as it highlights it may have not been *fully* representative of the holistic collection of statements headteachers could make about inclusion. For future research, the areas identified above may wish to be considered in Q-set development.

One limitation within this research was the inability to ascertain the point upon the Q-sort at which the participants ceased to agree or disagree with the statements. This is noted to be of particular use when interpreting the factors (Watts & Stenner, 2012; Webler et al, 2009). It is for this reason the researcher has been tentative with their descriptions of agreement when referring to statements within the +1 to -1 categories within the factor interpretation.

5.4.2 Transferability and External Validity

While Q-methodology can reveal social viewpoints, it is unable to identify the prevalence of these viewpoints within the wider population (Webler et al, 2009). Scholars accept this limitation and argue that this is not Qs purpose (Baker et al.,

2006; Rodl et al., 2020; Van Exel & de Graaf, 2005). Brown (1980) would argue that all topics can be reduced into a limited number of unique viewpoints and with a varied sample these would be expected to be revealed. Therefore, the findings provide an approximate indication of “possible” viewpoints within the wider population. The findings of Q-research provide a solid base for understanding a topic and can be used to explore with a representative sample and a quantitative design the distribution of the identified social perspectives (Webler et al, 2009).

LeCompte and Goetz (1982) identify four factors that may impact upon the credibility of research in its ability to generalise to a wider population; selection effects, setting effects, history effects and construct effects. Q-methodology is vulnerable to all of these threats, but as highlighted it seeks to make no claims regarding generalisation. Q-method embraces these threats and seeks to explore and investigate these very subjectivities and how they may relate to an individual’s subjective sense-making (Armstrong, 2017).

The demographic information indicated the P-set had a representative gender balance within the headteacher population (Lynch et al., 2017). The sample was drawn from headteachers within England across a range of educational settings and local authorities, though the researcher understands the sample to be primarily based within the West Midlands. The P-set was heavily weighted to secondary headteachers who made up 55% of the sample, this is not representative of the national picture in which only 17% of mainstream settings are secondary (Office for National Statistics, 2021). This may be a potential limitation of this research.

Lincoln and Guba (1985, cited in Shenton, 2004) highlight that the responsibility of deciding the transferability of findings lies with the researcher, as only they are aware of the contextual information from which the participants were drawn. The researcher perceives they do not have enough contextual information regarding wider educational organisations and whether the sample they recruited would be “typical” to draw generalisations without great caution (Merriam, 1998).

5.4.3 Dependability and Reliability

Dependability and reliability refer to the ability of the research to be replicated with the same participants using the same approach and find similar results (Shenton,

2004). Q-methodology does not propose that an individual's subjective viewpoint regarding a topic is static and consistent over time (Cross, 2005; Watts & Stenner, 2005). Each Q-sort is thus a snapshot of subjectivity located temporally (Watts & Stenner, 2012). Despite this, research has indicated that individual Q-sorts completed by the same participant at different timepoints correlate highly (Akhtar-Danesh et al., 2008; Brown, 1980; Nicholas, 2011). In addition, the findings of Q-methodological research have been argued to be stable and have high reliability in their ability to extract the same shared viewpoints within a population (Brown, 1980, Valenta and Wigger, 1997; Watts & Stenner, 2005).

To increase the dependability, the researcher has sought to provide detailed accounts of the research procedure, to enable this research to be replicated as accurately as possible and to enable the reader to assess the level to which the design has been implemented effectively (Shenton, 2004).

5.4.4 Confirmability and Objectivity

Confirmability relates to the degree to which the findings are representative of the subjectivity and experiences of the participants, rather than that of the researcher. The researcher sought to achieve high confirmability within this research and has highlighted how they used triangulation to minimise potential researcher bias.

Shenton (2004) discusses the importance of the researcher acknowledging and identifying their research decisions and approaches through their report. The researcher has endeavoured to provide a transparent account of this.

The researcher made many methodological decisions to increase the objectivity of the research and reduce the potential for researcher bias, these included:

- Selecting Q-methodology as the research design which provides an increased level of objectivity for exploring subjectivity due to its technical statistic procedure (Plummer, 2012).
- Utilising a range of typically deployed statistical criterion and an inductive approach towards factor extraction (Watts & Stenner, 2012).
- Utilising Varimax rotation within the factor rotation procedure (Watts & Stenner, 2012).

- Utilising a systematic approach towards factor interpretation (Watts & Stenner, 2012).
- Drawing upon opportunities to invite scrutiny from peers and individuals with Q expertise.

The researcher is aware that because they were unable to implement member checks of the final factor interpretations this is a limitation to the confirmability.

5.5 Implications

The findings of this research have important implications for policymakers, educational psychologists, local authorities and any parties seeking to promote or support inclusive practice within mainstream educational settings.

The findings indicate that headteachers within England are likely to hold different viewpoints regarding inclusion and that their perception of facilitating and inhibiting factors for the successful implementation of inclusion may differ. Given that research has documented that headteachers' views of inclusion can directly impact upon their decision making and the implementation of inclusion (Burstein et al., 2004; Meo, 2015; Shani & Koss, 2015), these findings are of considerable significance, and highlight the need to further develop an understanding of how headteachers may view inclusion differently.

Fundamentally, the findings underline the importance of all stakeholders appreciating that there is likely to be a range of viewpoints within the profession. As a result, it is unlikely that a one size fits all approach towards promoting inclusive practice will be successful. It is important that the full range of viewpoints are acknowledged and the concerns held within this population are "heard" and considered if the desire is to promote inclusion.

5.5.1 Implications for Policymakers and Local Authorities

If inclusion, as outlined within the Salamanca statement (UNESCO, 1994), is considered the desired goal, then it is important to consider whether current policy direction is likely to achieve this. The findings presented here, specifically indicating two very different viewpoints being held within the headteacher population – suggest

it may not be at all straightforward, and that both the foundational principles and the various policy steps might be received, and hence actioned, rather differently by these key parties. A pragmatic approach towards educational policy development and delivery, with care being taken to consider and address the viewpoints -and concerns - held by headteachers, would appear to be essential.

The findings indicated a consensus between both emergent viewpoints that the meaning of inclusion is not clear. This may be a reflection that national inclusive policy is often “aspirational, vague and non-committal” (Schuelka, 2018, pg. 9). Wider literature would suggest that little has been done to concretely define inclusion or the duties of schools concerning inclusion within contemporary educational policy, with some arguing, it remains ambiguous (London Councils, 2019; Williams-Brown & Hodkinson, 2020). A useful starting point may be identifying what “successful” inclusion practically looks like and outlining this within policy. UNESCO (2017) provide a useful framework for conceptualising this which may be a good foundation to build upon and focuses upon inclusion at a policy, structures, systems and practice level. Policymakers may wish to draw upon Norwich’s (2008) continuum of inclusion as a tool to specify with clarity, their expectations of educational settings in regards to inclusion.

The viewpoints also converged in their agreement that for inclusion to be successful a clear understanding of inclusion needs to be shared by schools, families and the local authority. The findings appear to indicate that some headteachers may not perceive this exists presently. One implication is therefore that policymakers should consider undertaking further - and perhaps, ongoing work, to reach and maintain a shared understanding of the meaning of inclusion and to identify more clearly - and with specificity - the roles, responsibilities and expectations of educational settings, external educational support services and local authorities.

It would appear that some local authorities have proactively attempted to develop a shared understanding of inclusion within their localities. This has been done through the establishment of working groups composed of a range of educational settings, local authority representatives and the wider educational community, including families, focusing upon co-producing the LA’s strategy development for SEND and inclusion. These initiatives have included co-constructing the responsibilities and

expectations of educational settings concerning supporting students with additional needs, which were then enshrined within the Local Offer. Policymakers may wish to evaluate the effectiveness of such actions and establish if such steps lead to greater consensus in viewpoints between the key systems regarding inclusion. Policymakers may wish to consider using similar consultative approaches to co-construct a shared understanding nationally of inclusion.

> *There needs to be clear vision nationally to ensure that all children get the same response to need. Schools and LA's interpretation of inclusion is different and often not based on the latest educational research.*
>
> Participant 18

The findings indicated fragmented relationships may exist between some local authorities and educational settings in relation to their agendas concerning inclusion. This suggests it is important that local authorities engage in clear dialogue with headteachers and develop authentic partnerships. Research has suggested that this may be done through local authorities running and engaging in headteacher networks that support the dissemination of information and relationship development with senior leaders within educational settings (London Councils, 2019). Alternatively, local authorities may wish to provide headteachers with the opportunity to become involved in wider local authority forums or initiatives focused upon decision making regarding inclusion to support a sense of co-construction.

A divergence existed between the viewpoints regarding whether inclusion within a mainstream school is viewed as every child's right. Confliction appeared to exist regarding whether a child's right to optimal learning experiences should be prioritised over their right to inclusion. Policymakers may wish to consider why some headteachers perceive these two rights as incompatible. This tension has been acknowledged within research literature, with some authors suggesting that academic and social inclusion are incongruous presently (Lauchlan & Greig, 2015). It has been argued that the current policy does not acknowledge this tension and remains primarily focused upon the placement of students and the attainment agenda (Lauchlan & Greig, 2015; Williams-Brown & Hodkinson, 2020). If inclusion is the desired goal it may be helpful if there was a clearer focus upon the *human rights agenda* of inclusive education within policy (Williams-Brown & Hodkinson, 2020).

This may promote clearer social norms regarding the rights-based underpinning of inclusion and thus promote more favourable holistic views of inclusion.

It has been argued that under the current government little has been done to incentivise inclusive practice and that the focus upon accountability and assessment within policy has been counter-productive for promoting inclusion (Williams-Brown & Hodkinson, 2020). The findings tentatively supported this argument with a population of headteachers perceiving that the attainment agenda may lead to a prioritisation of attainment over wider social issues such as inclusion. Policymakers may wish to consider how the current high-stakes accountability regarding attainment within education may interact with a population of headteachers perceiving that inclusion is detrimental to a setting's overall attainment (Rapp, 2010). It would suggest if inclusive education is the desired outcome, policymakers should consider how to disentangle these two agendas and identify clearer incentives for inclusive practice.

OFSTED acknowledge and have attempted to address detrimental outcomes of this tension between the two agendas, such as the off-rolling of low-attaining students, with their new Education Inspection Framework (2019). This framework includes a greater focus upon the breadth of the curriculum taught within an educational setting and the equality of access to an educational setting for all learners. Two years on from the implementation of this framework however and the findings indicate that a population of headteachers still perceive the attainment agenda is at odds with the inclusion agenda. Indeed, this is not wholly surprising as OFSTED do not appear to have addressed the underlying inherent tensions headteachers may perceive between the two agendas, rather they have simply applied greater levels of accountability to ensure the outcomes of both agendas are met. The researcher would question whether this will prove to be effective given that one could argue that high-stakes accountability itself may have driven exclusionary practices previously. Promoting inclusive criterion for the evaluation of a school's performance is a positive step but one may argue it isn't addressing the fundamental issue of how success and achievement are judged within the current educational system. It may prove useful if clear outcomes of inclusion, potentially pertaining to life skills, independence or social inclusion, are integrated within this framework (Lloyd, 2008; London Councils, 2019).

Some headteachers did not appear to indicate a strong view that inclusion leads to positive outcomes. If policymakers wish to promote inclusive practice, they should consider how to promote the possible positive outcomes and long-term benefits for students, peers and wider society of inclusion – and to highlight evidence of such positive effects. The collection of data relating to inclusive education and its outcomes would be a logical starting place to develop an evidence base of the outcomes of inclusion.

The findings indicate that a population of headteachers may welcome the support of specialist educational settings for supporting the delivery of inclusion. Policymakers and local authorities may wish to consider how inter-school collaboration between mainstream settings *and/or* specialist settings could be facilitated effectively and learn from the attributions within these viewpoints. Inter-school collaboration may not only support the sharing of effective inclusive practise but also successful experiences of inclusion which may foster more favourable views regarding the outcomes of inclusion. Meijer and Watkins (2019) identify that current modes of funding may act as a barrier to this notion. The Department for Education may wish to support this through the identification of a diverse range of particularly effective inclusive schools operating within a range of different social contexts and integrating these within the new teaching school hub system.

A consensus was held that educational settings developing close relationships with parents and the wider school community are important for inclusion to succeed. Policymakers and local authorities may wish to consider the efficacy of this and look at structural ways to promote these relationships. Scholars argue that to promote this, educational policy would have to shift and provide a greater amount of funding and time for staff to engage in more thorough and frequent interactions with families (Dalkilic & Vadeboncoeur, 2016).

There was a divergence within the viewpoints regarding whether resourcing and especially funding was a key factor for the successful implementation of inclusion. Policymakers might consider why this divergence exists regarding resourcing and at the very least seek to acknowledge the different experiences that likely lie behind these viewpoints. Best practice may then be identified, shared and developed into educational policy.

Within recent years the UK government have increased the levels of funding that schools receive; however, the findings indicate a viewpoint is held among some headteachers that funding remains a barrier to inclusion. It may be that current national funding mechanisms may require consideration given literature identifies that these have changed very little since the Salamanca Statement in 1994 (Meijer & Watkins, 2019). Policymakers may wish to consider the efficiency of current financing mechanisms and balancing whole-school and needs-based funding to incentivise inclusive practice (Meijer & Watkins, 2019). Topping (2012, cited in Lauchlan & Greig, 2015) would suggest that increasing resourcing alone without a structured plan of how these resources may be most appropriately utilised will not be effective. One suggestion may be the introduction of a specific inclusion fund to support inclusive initiatives within mainstream educational settings, this may support the development of knowledge regarding how resources can be used most optimally used to support effective inclusion (London Councils, 2019).

5.5.2 Implications for Educational Psychologists

The findings of this research have implications for how educational psychologists may support headteachers and inclusion within their professional practice.

The primary implication of this research is that headteachers across England hold differing views of inclusion. This indicates that EPs should enter into a shared dialogue with headteachers with whom they work and try to understand the contextual circumstances of the school and the headteacher in relation to inclusion. The findings have indicated it is important for EPs to consider an individual's gestalt viewpoint as isolated fragments may not be representative of their underpinning values in isolation.

Educational Psychologists may be in a position to promote inclusive practice by supporting headteachers to reflect upon their perceptions of inclusion and by co-constructing solutions to contextual barriers identified (Kennedy & Laverick, 2019). Educational psychologists will be able to draw upon their process consultation skills and knowledge of evidence-based practice and psychological theories to support this (West & Idol, 1987). The findings indicate that if promoting inclusive practice is desirable EPs may wish to focus upon supporting headteachers in developing their

perception of behavioural control in relation to inclusion and promoting the positive outcomes of inclusion.

The findings indicate that it is likely that headteachers have a range of experiences regarding inclusive practice and manage conflicting pressures in their role. One may argue that educational psychologists are in a good position to explore the processing of these experiences, provide emotional containment and support problem-solving via supervision (Kennedy and Laverick, 2019). Research would suggest that effective supervision with headteachers may support the wider systemic context (Hawkins & Shohet, 2012). Educational psychologists may have a role in normalising conversations about failed inclusive placements and the challenges of inclusive practice to support development.

Given the importance that was ascribed to systemic relationships, collaboration and school culture within both viewpoints for the success of inclusion, Educational psychologists may be able to support these factors by:

- Drawing upon strategic psychological approaches such as soft systems methodology, PATH or dynamic coaching approaches to support a co-constructed vision of inclusion or collaborative working within the setting.
- Supporting the individual and peer supervision structures within a setting.
- Drawing upon and promoting eco-systemic ways of working within their practice. Educational psychologists may be able support relationships between the school, parents and wider community by creating a temporary overlapping systems in their work (Miller, 1994).
- Drawing upon their knowledge of systems theory and understanding of the psychology of groups to foster positive relationships in their work with and between the community and educational settings (Bronfenbrenner, 1979).

Educational psychologists in their work often engage with schools, parents and wider communities and are therefore well placed to support a shared understanding of inclusion through their discourse. A focus for both educational psychologists and policymakers should be upon where there is consensus within the viewpoints regarding where inclusion can be achieved.

5.5.3 Implications for Teacher and Headteacher Training

The findings indicated that headteachers within England consider that staff require continual high-quality CPD to support inclusive practice. The Department for Education may wish to consider and explore with headteachers what these training needs are, and how they could be incorporated into national training programmes or initial teacher training. The Department for Education may wish to consider how to implement training around inclusion through their accredited headship and senior leadership qualifications for headteachers themselves, although as these qualifications are not mandatory for the role, a focus may be best placed upon initial teacher training structures. Educational psychologists may have a practical role, alongside other wider educational support services, in supporting identified training needs. Providing effective training and developing competencies in inclusive practice may foster more favourable viewpoints regarding inclusion and greater levels of intrinsic motivation and perceived behavioural control.

5.5.4 Implications for Headteachers

The findings indicated that although headteachers perceived a shared understanding as being important for all stakeholders, there does not appear to be a shared understanding within this population regarding inclusion. The development of diverse headteacher networks both within a locality, and across localities, may provide a space for headteachers to share their experiences and expertise regarding inclusion and raise shared concerns at a local and national level (London Councils, 2019; Maurissens et al., 2016). These networks would provide a collaborative problem-solving space for peers with similar experiences, expectations and stresses. Literature would suggest that this may support peer-reviewing of inclusive practice, development of collective accountability and ensure greater consistency across educational settings (London Councils, 2019). Wider literature has identified that headteacher networks are understood by headteachers themselves to support *"educational innovation, training and leadership"* (Maurissens et al., 2016, pg 6), it may be useful to harness this approach to support the implementation of inclusion.

Given the importance the viewpoints ascribed to systemic relationships and a school's culture in the implementation of inclusion an implication is that headteachers should reflect upon how their values and actions may have a direct or indirect impact upon these factors, especially as research highlights, they are likely

to impact upon teaching practice and the attitudes of the school community (Ainscow et al., 2012; Combs & Whipple, 2010; Copfer & Specht, 2014; O'Toole & Burke, 2013; Sharma & Sokal, 2016). Wider literature would suggest if headteachers want to promote an inclusive school culture it is important to clarify and promote inclusive espoused beliefs and values regarding inclusion and consider ways to develop cultural artefacts to demonstrate these (Carrington & Duke, 2014; Copfer & Specht, 2014; Miravet & García, 2013; Schein, 2004).

5.5.5 Implications upon Future Research

A replication of this study in more typical circumstances may allow for a larger participant sample and a wider -and in-person- completion of the Q-sort, hence addressing some of the limitations highlighted within section 5.4. For example, completing this research in-person would enable the researcher to establish the line of agreement more easily, collect more in-depth post-sort data and complete member checks to increase the validity of the findings. A larger sample size might also support the uncovering of further, possibly more marginalised viewpoints that were not identified within this research.

A fundamental next step from this piece of research is addressing the limited generalisability of the findings. A survey design could be used to explore the prevalence of the identified viewpoints within the wider population as this may have implications for national policy and directives. For example, researchers could investigate the extent to which a large sample of representative participants agree with each viewpoint, or aspects therein (Webler et al, 2009).

Utilising the same Q-methodological design with headteachers of *specialist* educational settings is another avenue that could be explored. One could argue this is important given national statistics indicate a rise in recent years of students being educated in specialist educational settings (Department for Education, 2020). It would be interesting to explore the range of viewpoints of inclusion within this population and whether similar viewpoints exist to those found in this research.

Given all participants demonstrated a view that a shared understanding is required to support inclusion it would no doubt be useful to explore the viewpoints of other key stakeholders such as young people, families, teachers, local authority

representatives and external educational service professionals regarding inclusion. This may support the identification of where there are areas of consensus or disagreement between the prevailing viewpoints held by the different stakeholders. It may be that areas of consensus are the starting points for promoting collaboration between the systems. The methodology used within this research could be replicated although the Q-set may require adapting to ensure it is representative and in language, suitable for each sample.

A significant implication from the findings of this research is the need for greater research exploring the outcomes and efficiency of inclusive practice. Currently, as highlighted within the literature review, the empirical evidence base is not substantive. Where the outcomes are not clear of inclusion it is not surprising that there are a range of viewpoints regarding whether it is effective. It appears from the findings here that it is important that this information is gathered *and shared,* as this may lead to a greater consensus being reached within the viewpoints of headteachers regarding outcomes of inclusion.

The findings suggest that it could be beneficial if case studies of the implementation of inclusive practice are conducted within England across a range of diverse settings. These case studies may provide a greater understanding of how inclusion *can* be practically implemented successfully, or equally, they might highlight shared experiences of challenge, and even failure, that could also be useful. An appreciative inquiry approach could be used to identify practice in schools or local authorities which is particularly effective. In addition, this may highlight how some headteachers are utilising resourcing differently, which may be fed into educational policy.

In-depth interviews exploring some of the identified themes within this research would be useful for framing the viewpoints identified in contextual data and validating the interpretations within this study. This may include a focus upon identifying headteachers' views regarding strategies they perceive may promote inclusive practice, for example discussing in-depth their views of how the Department for Education could alter their strategic planning to support inclusion.

Q-methodology focuses upon exploring macroscopic viewpoints, it may be useful to draw upon rich qualitative research approaches to explore headteacher views in this area at a microscopic level. Interpretative phenomenological analysis (IPA) may

support the exploration of how headteachers themselves make sense of their lived experience in relation to inclusion. This approach could be used to further explore themes that emerged within this research, for example, the findings indicated that differing views existed within the headteacher population regarding inclusion being only suitable for the “right” students. IPA could be drawn upon to explore the reasons that some students are seen as being challenging to include and whether the headteachers’ own lived experiences may shape their view in this regard.

Several implications for practise were highlighted in the prior sections, it may be useful to utilise an action research methodology to explore and evaluate the success of such approaches. For example, evaluating the impact of the establishment of headteacher network groups specifically focused upon inclusion. Action research may wish to measure the impact upon inclusive practice within a locality or setting, and also, if such actions mediate a shift in headteachers’ viewpoints regarding inclusion. It may be that different initiatives are undertaken within the same setting or local authority in cycles of action research to evaluate the efficacy of different approaches for promoting inclusive practice or developing more homogenous viewpoints regarding inclusion.

5.6 Conclusions

This research endeavoured to explore and identify the range of viewpoints held by mainstream headteachers within England in relation to inclusion. The findings indicated two distinct viewpoints were held within the sample of twenty mainstream headteachers who took part in the research.

The participants sorted a Q-set of 61 items which enabled the researcher to inspect and compare their subjective evaluations of inclusion as a holistic topic, and to statistically analyse the data to ascertain if any patterns of similar or divergent construing existed within the sample which formed overarching viewpoints. The findings indicated clear differences between the two prevailing viewpoints identified, some of these differences -for example, regarding whether inclusion is practically possible or in the interest of all students within the constraints of the current educational system – being undoubtedly of significance.

This research provides a unique contribution by exploring the *range* of viewpoints held by mainstream headteachers *within England*. The findings highlighted that within the two viewpoints identified there were many areas of consensus, such as the importance ascribed by headteachers to school culture and systemic relationships for the success of inclusion. Alternatively, there were a number of fundamental divergences between the viewpoints in the way they evaluated aspects of inclusion including its underpinning ideological basis. The findings identify that it is likely within the wider headteacher population there are different viewpoints and values held regarding inclusion. This suggests a singular approach towards promoting inclusion is unlikely to be successful.

Q-methodology enabled the researcher to explore the macroscopic similarities and differences between holistic viewpoints in a systematic manner, which may not have been possible using typical qualitative or quantitative approaches. Ultimately, Q-methodology provided a way of answering both of the research questions posed.

Given literature has highlighted the impact of a headteacher's viewpoint towards inclusion upon their decision-making regarding it, the findings presented here appear to have a number of significant implications for policy makers, educational psychologists and future researchers. At the very least, the findings here point to the importance of any parties concerned with developing inclusive practice appreciating and understanding the *range* of likely viewpoints held within the headteacher population on this topic.

Policymakers will need to consider that a one-size-fits-all approach towards inclusion policy development is unlikely to be successful in appealing to both of the viewpoints revealed. Since one of the identified viewpoints pragmatically disagrees that inclusion is feasible with the current resourcing arrangement, and that it is in the best interests of all students, the findings indicate that the current direction is unlikely to lead us towards an effective inclusive educational system without considerable work. The findings suggest that policymakers might at the very least seek to clarify and promote what is meant by inclusion, specify the expectations on educational settings, explore with headteachers the rights-based underpinning of inclusion and share the outcomes of inclusive practice. Resourcing was also a major point of

contention between the viewpoints and an open and pragmatic exploration of this area may also be beneficial.

A consensus was identified that a school's culture and the systemic relationships around an educational setting were important factors for the success of inclusion. This has clear implications for educational psychologists supporting such settings. Indeed, educational psychologists may be well placed to support the implementation of inclusion by; providing a supervisory space for headteachers, drawing upon their domain knowledge to support the implementation of successful effective inclusive practice, promoting a shared understanding of inclusion across all systems and facilitating discussions to understand and resolve contextual barriers headteachers may perceive to inclusive practice.

The findings also indicated several further avenues for research in this area including replicating the research design with a larger sample size to potentially reveal further marginalised viewpoints. Alternatively, it could be replicated with other population groups for which it may be considered important to clarify their viewpoints regarding inclusion.

Within both emergent viewpoints, it was apparent how important each child's educational outcomes were to headteachers. The fundamental difference appeared to be whether they perceived all students could achieve these outcomes and receive appropriate learning opportunities within a mainstream setting. The research provided an exploration of the different viewpoints in regard to this issue, and offers some explanation as to why such different viewpoints might be reached. The research also contributes to a greater understanding of some of the key factors which are viewed by headteachers to inhibit or facilitate inclusive practice and offers a number of potentially beneficial ways forward for those seeking to affect change towards wider, and more effective inclusive practice.

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7. Appendices

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Appendix A – A table to show a detailed summary of the key features of each paper included within this literature review

Author (Year)	Title	Participants	Method	Summary & Results
Boyle & Hernandez (2016)	An Investigation of the Attitudes of Catholic School Principals towards the Inclusion of Students with Disabilities	Eighty-one Principals of Catholic Elementary Diocesan Schools within the US.	• A survey design was used and participants completed an adapted Principals and Inclusion Survey (Praisner, 2000) which included Likert scaling, nominal, closed and open questions to measure: ○ General attitudes towards inclusion – Likert scaling used ○ Disability-specific experience and willingness to enrol students with each disability category ○ Instructional services provided within their setting ○ Professional development opportunities within their settings ○ Qualitative data regarding the enrolment procedure,	• On average participants overall had a positive attitude towards inclusion. Over 90% of participants had attitude scores which were above 30 which represented a “neutral” attitude. • A significant positive correlation was found between principal’s attitude scores and the percentage of children in their settings with special education plans. • There was no relationship found between principal’s attitudes towards inclusion and: ○ The number of years of experience they had teaching or leading public or Catholic schools ○ Additional training completed in SEN and inclusive practices

			“counselling out” and perceived obstacles to inclusion • Focus on investigating attitudes of principals towards inclusion and what professional development needs may increase capacity to meet needs of students with SEN. • Quantitative analysis used where appropriate (descriptive statistics, Chi-square analysis and correlation co-efficients). • Constant comparative method techniques used by co-authors for analysis of qualitative data.	• Results indicated that the type of disability impacted upon the principal’s willingness to enrol students. Over half the participants sampled would be unwilling to enrol students with traumatic brain injuries, intellectual disability and multiple disabilities. Over 10% of the principals would not enrol students with visual or hearing impairments, physical disabilities, developmental delay, emotional or behavioural disorders or Autism in addition to the categories highlight above. • Results found that prior experience of supporting children with an; intellectual, developmental or SEMH need, autism or visual or hearing impairment significantly increased the likelihood that a principal would be willing to enrol a student with that category of need. No relationship

				was found for all other disability categories. • Principals shared a view that the enrolment of students with SEN depends on whether they perceive the school resources can meet the child's needs. • Results indicated mixed views held within the sample regarding whether to avoid "counselling out" students who they perceive they cannot need for or doing so by documenting that they are unable to meet need or explaining to parents why they are unable to. • Participants identified that financial constraints, teacher's lack of experience and teachers' perceptions and attitudes regarding inclusion were all barriers to inclusion. • Participants identified that the support structures and teachers' attitudes and willingness to accommodate and make

				modifications to support students were facilitating factors for Inclusion. • Collaboration and explicit topics relevant to inclusive practice were identified by the researcher as key professional development areas to facilitate increased inclusionary approaches.
Conrad & Brown (2011)	Fostering inclusive education: principals' perspectives in Trinidad and Tobago	Eighteen elementary school principals from setting in urban Trinidad & Tobago.	• A survey design was used and participants were sent a questionnaire with seven open questions asking them to share their definition of inclusive schooling and their views of the barriers and the efficacy of inclusive education within their setting and more generally. • Follow-up interviews with participants were conducted to discuss emergent themes from the survey and clarify and validate responses. • Constant Comparative model used to analyse the qualitative narratives.	• All participants conceptualised Inclusion as referring to teaching all students within one setting. There were differences in conceptualisations regarding whether it is unconditional or based upon resources, support services available and whether the students are located in regular classes or resource rooms. Demonstrating confusion within the profession regarding what is meant by inclusion. • All participants were reported to indicate a philosophical readiness to embrace inclusion.

			• Focus on exploring the principal's perspectives towards inclusive practice and facilitating factors and barriers.	• There were a range of views regarding whether they agreed with the Ministry of Education's call to include all students in mainstream educational settings including students with identified SEN which ranged from mild to severe. ○ A majority of the participants (14) disagreed with the notion. Generally, these views were grounded in concerns regarding inadequate school preparation. ○ Some participants argued the responsibility was not theirs to prepare schools for a shift towards inclusion. ○ Four participants disagreed with the practical implementation on the grounds that students will not benefit enough to justify inclusion. ○ Three principals were positive and indicated a readiness to embrace

				all students. One arguing the importance of the rights of the child outweighs any concerns regarding school preparedness.
				• Participants identified promising strategies to support inclusion include changes to:
				  ○ Organisation and school climate
				  ○ Curricular modifications
				  ○ Collaboration within the setting, with parents and with other schools to problem solve and manage resources
				  ○ Teacher education
				• There were mixed responses from participants regarding their preparedness to implement the inclusive policies.
				• Participants identified that the following were barriers towards teacher readiness for inclusive practice:

				○ Teacher training in SEN ○ Teacher attitudes which are negative ○ Concerns regarding exploitation of children with SEN ○ Inadequate physical resources and space ○ Lack of experience ○ Time ○ Hostile students and parents • Participants identified that they felt these barriers could be overcome through: ○ Teacher education ○ The remodelling of schools ○ Increased resources and teaching material ○ Remuneration
Graham & Spandagou (2011)	From vision to reality: views of primary	Thirteen principals from settings which catered for	• In-depth open-ended interviews were conducted to gain the participant's views regarding: 1. The school context	• The attitudes of participants towards inclusive education and their attitudes regarding their perceived success in implementing inclusive education are

	school principals on inclusive education in New South Wales, Australia	children from Kindergarten to Year 6 within Australia. The schools these principals were sampled from included terms on their website information relating to inclusion. School sizes differed dramatically between participants.	2. The school's approach to inclusion 3. Processes relating to how they assess, identify, refer and support students with identified needs (SEN or otherwise) that require additional support 4. Barriers of funding and resources 5. The success/failure of inclusion and its future • A focus was upon exploring the views of school principals across the domains listed above to understand what is happening to inclusion within an area of Australia and underpinning reasons. • Inductive content analysis was used to analyse qualitative data.	significantly impacted by their view of the meaning of inclusion, the characteristics of the school community (e.g., culturally diverse) and capacity and attitudes of staff. • Participants conceptualised inclusion at a macro and micro level. • At a macro level, principals identified the following as factors which impact upon a setting's ability to be inclusive: ○ Assessment of students ○ Competition between schools ○ Parental choice ○ Cultural diversity ○ Social disadvantage ○ Parental engagement ○ Changes in the role and organisation of schools ○ Funding limitations • At a micro level, most participants identified that resources and the severity

				of a condition impacted upon the capacity to include a student. Not all participants held this same view however. • For lots of the principal's inclusion was only possible for individual students when sufficient funding is granted and the child's behaviour does not cause difficulties for the setting. • Participants recognised the centrality and importance of their role in developing a shared understanding within the setting of inclusion which is tailored to the individual needs of their school population. • Author concludes that many of the principals hold understandings of inclusion which are more like integration.
Khochen & Radford (2012)	Attitudes of teachers and headteachers	Three headteachers from private and	• Semi-structured interviews were completed with the headteachers.	• Overall, the participants expressed positive views regarding inclusion

	towards inclusion in Lebanon	inclusive mainstream schools within Lebanon No details were given regarding the levels of the settings the headteachers were sampled from.	• Questions focused upon attitudes towards accepting students with SEN into mainstream schools and their views regarding whether these students should be included. In addition, the interview focused on exploring how they implement inclusion, how they define inclusion and the barriers and facilitating factors towards inclusion within their setting. • The researchers do not make it clear which form of analysis they conduct upon the qualitative analysis. • The main focus was on developing an understanding of what the attitudes of mainstream teachers and headteachers are within Lebanon towards inclusion • Additionally, they aimed to investigate the views of headteachers regarding whether they believed mainstream	• Headteachers overall had positive attitudes towards including all types of disability grounded in a belief that inclusion can be successful if it is implemented in an effective manner. • Headteachers expressed a belief that not all students could be included successfully. Highlighting students with SEMH needs as challenging to include. • Headteachers indicated that staffing turnover was an issue and there was a continual need to train new staff to teach inclusively. • Headteachers highlighted that teachers found it challenging to work alongside an LSA • Headteachers were of the view that Inclusive practices have a positive impact upon student and staff attitudes towards disability.

			classrooms are appropriate for all learners	• Headteachers perceived that parents of typically developing students still had concerns regarding their children being educated alongside peers with SEN. • All headteachers highlighted funding, human resources, training and educational resources were the most significant barriers for improved inclusive practice.
Subba et al (2019)	Supporting students with disability in schools in Bhutan: perspectives from school principals	Twelve principals of schools with SEN programmes and two principals of specialist settings within Bhutan. All schools had taken part in a	• A survey approach was utilised to explore the views of principals about the impact of an inclusion on teachers, students, the educational curriculum and resources. • The questionnaire collected demographic information relating to the context of the setting they lead and utilised open questions to explore the principal's views regarding: ○ The definition of inclusion and which children it relates to	• Principals identified that currently the following aspects of inclusion were working well currently: ○ Pedagogical strategies and accommodations ○ High level of satisfaction reported by stakeholders (e.g., children, parents) ○ Making use of resources presently available ○ Peer acceptance and integration of children with SEN

		range of educational programmes to promote inclusion. A range of different types of schools were sampled which catered for a range of students both in age and needs.	○ Advantages and disadvantages of inclusion ○ How they feel about inclusive practices within their school and the effectiveness ○ Perceptions of children with SEN and parents of children with SEN about inclusion ○ Barriers and facilitating factors for implementation of inclusion ○ How inclusion promotes successful learning ○ Changes which need to be made to facilitate inclusion (e.g., curriculum, support for teachers) ○ How inclusion relates to wider concepts such as inclusive societies. • The authors presented a brief overview of their analysis technique which appeared to be qualitative in nature. The	○ Principals had positive attitudes towards inclusion currently and for the future • Principals identified that currently the following aspects of inclusion were not working well currently: ○ A lack of support from parents ○ Not enough specialised teaching staff ○ Issues within the classroom – Keeping students engaged with a large range of needs and abilities within one class is challenging ○ Inappropriate number of resources and appropriate facilities ○ Holistic inclusion outside of school isn't sufficient • Participants identified that changes needed to occur in the following domains

			researcher was unable to ascertain which form of specific qualitative analysis was utilised. • Where further clarification and necessary follow-up was required, researchers telephoned the participants. • Focus was placed upon investigating the views of principals about inclusion and its impact upon a range of factors including students, staff, curriculum and resources. The researchers wanted to explore what is working well and what could be improved.	to support the successful implementation of inclusion: ○ Changes to the school curriculum and instructional approaches ○ Staff require further training and reduced workload ○ Increased number of resources and adapted facilities ○ Wider societal acceptance of SEN ○ Policy support and a research-based approach to developing policies ○ Greater amount of funding required for inclusive settings • Examples of views of headteachers were presented and demonstrated headteachers had different views regarding certain aspects of inclusion. For example, one headteacher identified the curriculum's effectiveness was dependent on the pedagogy of the

				teacher while others identified it required adapting to the needs of the children.

Urton, Wilbert and Hennemann (2014)	Attitudes towards inclusion and self-efficacy of principals and teachers in German primary schools	Thirty-Five headteachers of primary schools within Germany	• A survey design was used and participants completed a questionnaire which included:
			  ○ Attitudes towards inclusion were assessed using a German questionnaire “Einstellung zur Integration” (EZI-D, Kunz, Luder, & Moretti, 2010) (Translates to Attitudes towards integration). The items are within this measure use Likert scales. This measure contains two subscales:
			  ▪ Remedial education – Assesses the individual’s view about the degree to which the individual educational needs of students with SEN can be
				• Principals had positive attitudes toward inclusion regarding the degree to which the individual educational needs of students with SEN can be met within integrated classes. Their attitudes regarding this domain were significantly higher than the attitudes of teachers.
				• Principals had slightly below neutral attitudes towards inclusion regarding the degree to which students with SEN will be accepted by others or make social contacts within integrated classes.
				• Principals had significantly higher scores for self-efficacy and collective efficacy than teachers.
				• The attitudes of individual teachers towards inclusion were related to their principal’s attitudes towards inclusion.

			met within integrated classes. ▪ Social integration – Assesses the individual's view regarding the degree to which students with SEN will be accepted or make social contacts within integrated classes. ○ Two German questionnaires developed by Schwarzer and Jerusalem (1999 cited in Urton, Wilbert & Hennemann, 2014) were used to measure self-efficacy and collective efficacy. These also used a Likert scale. ○ The number of years a teacher had been teaching in mainstream settings was measured and of other personal characteristics	• No relation was found between the principal attitudes towards inclusion and the attitudes of his/her teaching staff (as a whole) towards inclusion. • There was no connection between an individual teacher's self-efficacy and collective efficacy and their principal's self-efficacy and collective efficacy. • Teacher's Self-efficacy was found to have a positive impact upon attitudes towards remedial education and social integration.

			(e.g., age, gender, years of professional experience)
			• The quantitative data gathered from the questionnaires was analysed utilising multi-level modelling.
			• Focus was on investigating
			  ○ The differences between teaching staff in relation to their attitudes towards inclusion, individual self-efficacy and collective efficacy and the amount of mainstream teaching experience.
			  ○ If correlations existed between principals and their mainstream teachers individually and as a teaching staff group on the factors measured	

Wood, Evans and Spandagou (2014)	Attitudes of Principals Towards Students with	Three hundred and forty primary state-school principals were	• A survey design was implemented and participants were sent an adapted version of the Principals and Behaviour Survey (PABS) which	• Overall principals held marginally positive attitudes towards inclusion • Overall principals held positive views regarding the social and academic

	Disruptive Behaviour: An Australian Perspective	sampled through saturation sampling across New South Wales, Australia.	contained scales to measure the participants attitude, confidence and knowledge regarding children with challenging behaviour. Demographic characteristics are also captured within this survey. The measures within the questionnaire utilised Likert scaling to enable quantitative analysis. • Quantitative analysis was completed using exploratory factor analysis utilising principal component analysis. • The focus was on; ○ Exploring the attitudes of principals regarding the inclusion of students with challenging behaviour ○ Investigating potential relationships between	benefits of inclusion for students with disruptive behaviour in mainstream schools. • Principals held negative views about the impact of children with disruptive behaviour upon staff and their peers. • Principals with positive views about inclusion and its benefits for students with disruptive behaviour were found to have more positive views regarding the impact of students with disruptive behaviour upon peers and staff and positive views about teacher training and funding. • A small correlation was found between the size of the school and the principal's attitude regarding the impact of students with challenging behaviour. This indicates that the larger the school, the smaller the principal views the impact of

			principal's attitudes and demographic characteristics ○ Exploring if emotional responses towards students with SEN differ based on need type and resource availability. ○ Investigate barriers and facilitating factors for future attention to support inclusion	including a child with disrupting behaviour. • A small positive significant relationship was found between the number of students with diagnosed mental health conditions and the principal's view regarding inclusion. • On a semantic differential scale, the emotional response of principals differed to three vignettes describing students with intellectual, physical and sensory needs (V1), students with disruptive behaviour with no funding attached (V2) and students with disruptive behaviour but with funding attached (V3). Principals were most positive in their response to the V1 and most negative towards V2. These responses were significantly different. Funding appeared to be a mediate the views,

				as their response was more positive when funding was provided. • Principals who held positive views regarding the outcomes of inclusion for children with challenging behaviour and the impact of including children with disruptive behaviour upon peers and staff had a more positive emotional response when responding to the vignette regarding children with disruptive behaviour.

Appendix B – TAPUPAS Model

Below is a table provided by Gough (2007) which demonstrates his definitions for each of the dimensions of the TAPUPAS model and how they fit within the Weight of Evidence model.

Weight of Evidence A: Generic on quality of execution of study
Transparency - clarity of purpose
Accuracy – accurate
Accessibility – understandable
Specificity – method specific quality
Weight of Evidence B: Review specific on appropriateness of method
Purposivity- fit for purpose method
Weight of Evidence C: Review specific on focus / approach of study to review question
Utility – provides relevant answers
Propriety – legal and ethical research

Table sourced from:

Gough, D. (2007). Weight of evidence: a framework for the appraisal of the quality and relevance of evidence. Research papers in education, 22(2), 213-228.

Appendix C – A table to show the Quality Assessment of the studies included within the systematic literature review

Author(s) & Year	A				B	C		Overall Judgement
	Transparency	Accuracy	Accessibility	Specificity	Purposivity	Utility	Propriety	
Boyle & Hernandez (2016)	H	H	H	M	H	M	H	H
Conrad & Brown (2011)	M	L	M	M	M	M	H	M
Graham & Spandagou (2011)	M	H	M	H	M	L	H	M
Khochen & Radford (2012)	H	L	M	L	M	M	H	M
Subba et al (2019)	H	M	H	M	M	L	H	M
Urton, Wilbert and Hennemann (2014)	H	M	M	H	L	L	H	M
Wood, Evans and Spandagou (2014)	H	H	L	M	M	M	H	M

Key: H = High M = Medium L = Low

Appendix D – Alternative research methods considered.

Discourse analysis

Discourse analysis aims to explore how an individual's language may reveal their values, attitudes and subject positioning about a topic by rigorously analysing small sections of their discourse (Barker et al., 2002; Hallam, 2014). It proposes that an individual's language can provide an understanding of social antecedents the individual may draw upon (Barker et al., 2002; Potter & Wetherell, 1987). Discourse analysis would be a valid method of exploring everyday language headteachers may use regarding inclusion to understanding social artifacts. The focus of this research however is not on exploring and comparing microscopic differences between participants viewpoints which discourse analysis would provide, but *holistic* viewpoints (Watts & Stenner, 2005). Q-methodology provides a mechanism to explore these holistic viewpoints at a macroscopic level which discourse analysis cannot (Hallam, 2014). In addition, discourse analysis is intensive and would restrict the number of participants the researcher would be able to sample. This would be problematic given the researcher is seeking to capture many voices and perspectives to ensure they capture the full range of potential viewpoints.

Exploratory factor analysis

Exploratory factor analysis seeks to deconstruct a topic into variables and searches for associations between these variables at a population level to discover what the most important variables or constructs are (Barker et al., 2002; Henson & Roberts, 2006; Watts & Stenner, 2012). Attitudinal scales which are typically deployed with exploratory factor analysis receive criticism for predefining the meaning of their items, meaning interpretation of the extracted data is only a relative interpretation of the very meaning the researcher ascribed to the item (Watts & Stenner, 2005). It does not consider that the items may be considered in a multitude of ways. Q-method does not suffer from this limitation, it is the participants who ascribe meaning to the data themselves via operant subjectivity.

Exploratory factor analysis does not enable the measurement of an individual's viewpoint in a holistic fashion or the comparison of holistic viewpoints between participants (Watts & Stenner, 2012). It provides a summative analysis of the key variables within the population which may co-vary but fails to explore and identify if

there are patterns of viewpoints within the population and how these viewpoints may vary. The researcher deemed this approach unsuitable as the research aim was not focused upon a summative understanding and statistical exploration of the general viewpoints held by headteachers towards inclusion but upon the range and diversity of viewpoints within this population. Q-methodology was deemed fitting for addressing this research aim (Cross, 2005).

In addition, exploratory factor analysis runs the risk of marginalising concealed viewpoints within the data by utilising summative averages (Lundberg et al., 2020). Q on the other hand provides the opportunity for all relevant viewpoints to be found and measured (Brown, 2006; Howe, 2004; Lundberg et al., 2020)

Appendix E – Semi-Structured Interview Structure

- What does inclusive education mean to you?
- What does inclusive education look like in practice?
- What are the benefits of inclusive education?
- What are the detriments of inclusive education?
- What are the barriers to implementing inclusive educational practices?
- What are the facilitating factors to implementing inclusive educational practices?
- Is inclusive education important?
- How does inclusive education impact upon?
    - Children
    - Families
    - Schools
    - The local authority
    - Wider society
- How does a Head Teacher impact upon inclusive education?
- Some headteachers are positive about inclusion what might they say?
- Some headteachers are negative about inclusion what might they say?
- Is there anything else to say about inclusion?

Appendix F - Ethical Approval

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD

T: +44 (0)115 8467403 or (0)115 9514344

SJ/tp

Ref: S1260

Wednesday 13th May 2020

Dear Nathan and Matthew,

Ethics Committee Review

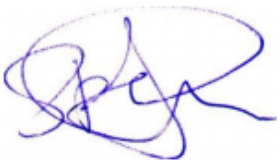
Thank you for submitting an account of your proposed research 'Head Teachers' Views on Inclusion: An exploration using Q Methodology'

That proposal has now been reviewed by the Ethics Committee and I am pleased to tell you that your submission has met with the committee's approval.

Final responsibility for ethical conduct of your research rests with you or your supervisor. The Codes of Practice setting out these responsibilities have been published by the British Psychological Society and the University Research Ethics Committee. If you have any concerns whatever during the conduct of your research then you should consult those Codes of Practice. The Committee should be informed immediately should any participant complaints or adverse events arise during the study.

Independently of the Ethics Committee procedures, supervisors also have responsibilities for the risk assessment of projects as detailed in the safety pages of the University web site. Ethics Committee approval does not alter, replace, or remove those responsibilities, nor does it certify that they have been met.

Yours sincerely



Professor Stephen Jackson
Chair, Ethics Committee

Appendix G – Risk Assessment Form

Business Unit: School of Psychology	**Location(s) of Activity:** 1. Online 2. Potentially a range of educational settings within the east and west midlands.	**Risk Assessment Ref:**
Activity Title: Headteachers' Views on Inclusion: An exploration using Q-Methodology		
Activity Outline: My research will have two phases: Phase 1 – I will conduct 5 online semi-structured interviews with headteachers. Microsoft Teams or Zoom will be the platform of use for these interviews. Phase 2 – I will ask between up to 30 headteachers from a range of school settings to complete a sorting activity (Q-Sort) where they rank statements regarding to inclusion from most meaningful to least meaningful from their perspective. Ideally this would have taken place in a face-to-face environment in various school settings within Solihull. Due to the COVID-19 epidemic and school closures and restrictions this has changed and will be completed in an online format once again utilising Microsoft Teams and appropriate online software. When the researcher completes this phase of the study, they will adhere to the most up to date government guidelines regarding social distancing and safety in the COVID-19 climate.		
Those at risk / affected parties: Participants. All participants are headteachers currently working within the West or East midlands. They will have all volunteered and given their consent to participate within this study.		

Risk Assessor Name: Matt Frater	Signature: 	Date:18/06/2020
Responsible person / Line Manager Name: Nathan Lambert	Provided electronic confirmation that it is suitable via email.	Date:19/06/2020
Master Risk Assessment Reference where applicable:	**Related procedure references or links:**	
Review Period: 2 Years		

What are the hazards?	List the harm associated with the hazard	Risk Evaluation without controls in place High/Med/Low	What control measures are, or will be put, in place to control the risk? List all elimination, substitution, engineering and/or administrative controls	Risk Evaluation with controls in place High/Med/Low
Hacking and online data breach	Participant confidentiality is lost and personal information made public without consent.	Low	• Online software which is end-to-end encrypted which is approved by the IT team within the School of Psychology will be utilised. • Interview, Q-sort and questionnaire data will be kept anonymised and given a research code. • A decoding document identifying participants to the research codes will be held on a password protected encrypted computer accessed only by the researcher.	**Low**

			• All data will be kept on an encrypted password protected hard-drive. • Data will be retained for three years before being disposed of securely. • Since the participants are engaging with this on an individual basis there is limited opportunities for confidential information to be viewed or accessed by individuals other than the researcher. • The statements co-constructed during the interviews will be anonymised and no identifying information will be present in those documents. • Contact details will be deleted once the participant's data has been collected.	
Emotional stress	**Participants will be asked to discuss inclusion which for some will be a sensitive issue.**	**Low**	• **All participants are volunteers** • **Participants have the right to withdraw at any moment and are reminded of this.** • **The participant information sheet highlights the nature of the interview and the loose topics of discussion. Participants can therefore opt-out if they feel it would be too emotional.** • **The researcher will halt the study if the participant appears to be distressed by the topic.** • **Debriefing information will be given directing participants to a support helpline for school staff.**	**Low**

Appendix H – Participant Information Sheet – Concourse Development Interview



School of Psychology

Information Sheet

Head Teachers' Views on Inclusion: An exploration using Q-Methodology

Ethics Approval Number: S1260

Researcher: Matthew Frater

E mail: matthew.frater@nottingham.ac.uk

Current Role: Trainee Educational Psychologist within the Solihull CEPS

Supervisor: Dr Nathan Lambert

Email: nathan.lambert@nottingham.ac.uk

I would really appreciate you taking the time to consider whether you would accept this invite to take part in phase one of a research study exploring the shared viewpoints of Headteachers' towards inclusion. You have been invited to take part as you are the Head Teacher of an educational setting and would be a valued participant to this research study. Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. I would be grateful if you could please take time to read the following information carefully.

I am interested in investigating Headteachers' views explicitly as research literature has highlighted Headteachers' have a direct impact on the integration of inclusive practice into educational policies and cultures within their settings. Headteachers provide professional leadership and their policies and vision may inform the school's ethos towards inclusion. Literature has highlighted that within the profession there appears to be range of viewpoints towards inclusive education and this research study aims to explore what these shared viewpoints may be. During this phase the researcher is developing a set of comprehensive statements representing a range of viewpoints held by Headteachers towards inclusion.

If you select to participate, you will be asked to complete a 45-minute semi-structured interview with the researcher, this will be conducted online utilising Microsoft Teams at a

time which suits you. This interview will focus upon exploring with you what inclusive education means to you, how as a Head Teacher you view inclusion and the various factors which facilitate or impede inclusive educational practice. While you respond to a set of structured questions the researcher will construct statements from your responses and record these on a word document which will be shared via the *share screen* function. This is to ensure you can reflect on whether your views have been captured accurately and if you have any further statements to add.

Following this interview, the researcher will then combine the selection of statements from the interview with statements from other interviews they are conducting and research literature to create a selection of approximately 60 statements which aim to capture all potential viewpoints towards inclusion. Once this collation has occurred with your permission you will contacted and requested to complete a Q-Sort pilot online at a time which suits you. You will be asked to sort a number of statements about inclusion onto a grid based on how meaningful they are to you. The researcher will guide you through this process verbally. The whole procedure will last approximately 45 minutes.

Your valuable contributions during the interview and the following pilot of the Q-sort will assist the researcher in developing a set of statements which adequately covers all potential viewpoints regarding inclusion and assist in the finalisation of these statements. In phase two up to thirty Headteachers' will rank this finalised set of statements from most meaningful to least meaningful.

The study may not directly help you but the information from this piece of research will hopefully help to increase the understanding of how Headteachers' in this current climate view inclusive education. The results may inform professionals and wider educational bodies of the viewpoints within your profession, which may provide some understanding to the facilitating and inhibiting factors of the implementation of inclusive education.

Participation in this study is totally voluntary and you are under no obligation to take part. You are free to withdraw at any point before or during the study. All data collected will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act. This piece of research is being conducted as part of my Doctorate in Applied Educational Psychology course at the University of Nottingham. I can't thank you enough for taking the time to read this participant information sheet, your participation would be valued.

If you have any questions or concerns, please don't hesitate to ask now. We can also be contacted after your participation at the above address.

If you have any complaints about the study, please contact:

Stephen Jackson (Chair of Ethics Committee)

stephen.jackson@nottingham.ac.uk

Appendix I – Participant Information Sheet – Pilot

Headteachers' Views on Inclusion: An exploration using Q-Methodology

Ethics Approval Number: S1260

Researcher: Matthew Frater
E mail: matthew.frater@nottingham.ac.uk
Current Role: Trainee Educational Psychologist within the Solihull CEPS

Supervisor: Dr Nathan Lambert
Email: nathan.lambert@nottingham.ac.uk

I would really appreciate you taking the time to consider whether you will be able to accept this invitation to take part in my research study exploring the shared viewpoints of Headteachers' towards inclusion. You have been invited to take part within the pilot phase of this study. Before you decide if you wish to take part, it is important for you to understand why this research is being done and what it will involve. I would be grateful if you could please take time to read the following information carefully.

What is the purpose of the study?

This is an exploratory piece of research aiming to analyse what the potential shared viewpoints within the Head Teacher role are towards inclusive education within England. I am interested in investigating Headteachers' views towards inclusion explicitly as research literature has highlighted Headteachers have a direct impact on the integration of inclusive practice into educational policies and cultures within their settings. Headteachers were found to provide professional leadership and their policies and vision inform the school's ethos towards inclusion. Literature has highlighted that within the role there appears to be a range of viewpoints towards inclusive education and this research study aims to explore what these shared viewpoints may be.

Do I have to take part?

Participation is completely voluntary however your input would be greatly valued. If you are interested in taking part, you will be provided with the opportunity to ask any questions before giving opt-in informed consent. If you choose to take part you are free to withdraw at any time before, during or after the study.

Who am I?

I am a Year Three Trainee Educational Psychologist (TEP) who is on placement within the Solihull Community Educational Psychology Service. This piece of research is being conducted as part of my Doctorate in Applied Educational Psychology course at the University of Nottingham. My role in this research is distinct from my role as a Trainee Educational Psychologist and it is not being directed or guided by my service or the local authority.

What will happen if I take part?

If you decide to participate you will be asked to:

- Complete a card sorting activity online at a time convenient to you. You will be asked to sort 61 statements related to inclusive education which have been sourced from literature, interviews with Headteachers and additional sources.

You will be asked to rank them based on whether you agree or disagree with them and by how meaningful they are to you. There will be clear instructions which are displayed on the electronic platform which guide you through this process. There are no right or wrong answers – I am interested in what you think.

- Complete a short questionnaire which will collect demographic information. In addition, you will be asked to reflect upon the sorting task and the items you selected as most and least meaningful.

This will be done through an online platform which has been designed for this particular research methodology. The activity and subsequent questionnaire should take between 30 and 45 minutes to complete. I am aiming to recruit 30 mainstream headteachers in total during the next phase from a range of educational settings. The activity must be completed on either a desktop or laptop device and completed in one session as the electronic website does not save progress to enable you to complete it at a later stage.

How will the data be used?

Your confidentiality will be safeguarded during and after the study. Your data will be fully anonymous and collected via the online platform. Your data will not be used or retained as this is a pilot of the online platform and Q-set. Your Q-sort data and your demographic information from the questionnaire will be linked but there will be no identifiers within this. The data which is stored virtually on the online platform will be deleted once the pilot phase has been completed. Your data will be stored in compliance with the Data Protection Act.

What are the benefits?

The study may not directly help you but the information from this piece of research will hopefully help to increase the understanding of how mainstream Headteachers in this current climate view inclusive education within England. The results may inform professionals and wider educational bodies of the viewpoints within your role. This research may develop an understanding of headteachers' views regarding the facilitating and inhibiting factors in the implementation of inclusive education within mainstream settings within England.

In piloting the Q-set you will help the researcher establish whether it is representative of the holistic topic of inclusion. Your engagement will be useful for providing feedback on the online Q-sort platform and support the researcher in making any adaptions if required before the next data collection phase.

What will happen to the results of the research study?

Following the completion of this piece of research an electronic copy of the final thesis will be available. If you would like to receive a copy of this piece of research, please email me on the address provided above.

What if there is a problem?

If you have any concerns regarding any aspects of this piece of research, please contact the researcher who will do their best to answer any questions on 07774 333254 or alternatively by email at matthew.frater@nottingham.ac.uk.

What happens now?
I can't thank you enough for taking the time to read this participant information sheet, your participation would be valued. If you have any questions or concerns, please don't hesitate to ask now. I hope you feel that this is a valuable opportunity. If you have any questions, please contact me at matthew.frater@nottingham.ac.uk. We can also be contacted after your participation at the above addresses.

If you would like to take part and feel that all your questions have been answered within this information sheet, then please use the link below to access and complete the research activity. Please refer to the additional 'supplementary instructions' provided as an attachment to the email prior to beginning the activity.

Link to the online research activity: X

Thank you for supporting my research.

Best Wishes
Matt

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee)
stephen.jackson@nottingham.ac.uk

Appendix J – Participant Information Sheet – Q-sort activity

Headteachers' Views on Inclusion: An exploration using Q-Methodology
Ethics Approval Number: S1260

Researcher: Matthew Frater
E mail: matthew.frater@nottingham.ac.uk
Current Role: Trainee Educational Psychologist within the Solihull CEPS

Supervisor: Dr Nathan Lambert
Email: nathan.lambert@nottingham.ac.uk

I would really appreciate you taking the time to consider whether you will be able to accept this invitation to take part in my research study exploring the shared viewpoints of Headteachers' towards inclusion. You have been invited to take part as you are the Head Teacher of a mainstream educational setting and so would be a valued participant to this study. Before you decide if you wish to take part, it is important for you to understand why this research is being done and what it will involve. I would be grateful if you could please take time to read the following information carefully.

What is the purpose of the study?
This is an exploratory piece of research aiming to analyse what the potential shared viewpoints within the Head Teacher role are towards inclusive education within England. You have been invited to take part as you are the Head Teacher of an educational setting. I am interested in investigating Headteachers' views towards inclusion explicitly as research literature has highlighted Headteachers have a direct impact on the integration of inclusive practice into educational policies and cultures within their settings. Headteachers were found to provide professional leadership and their policies and vision inform the school's ethos towards inclusion. Literature has highlighted that within the role there appears to be a range of viewpoints towards inclusive education and this research study aims to explore what these shared viewpoints may be.

Do I have to take part?
Participation is completely voluntary however your input would be greatly valued. If you are interested in taking part, you will be provided with the opportunity to ask any questions before giving opt-in informed consent. If you choose to take part you are free to withdraw at any time before, during or after the study.

Who am I?
I am a Year Three Trainee Educational Psychologist (TEP) who is on placement within the Solihull Community Educational Psychology Service. This piece of research is being conducted as part of my Doctorate in Applied Educational Psychology course at the University of Nottingham. My role in this research is distinct from my role as a Trainee Educational Psychologist and it is not being directed or guided by my service or the local authority.

What will happen if I take part?
If you decide to participate you will be asked to:

- Complete a card sorting activity online at a time convenient to you. You will be asked to sort 61 statements related to inclusive education which have been sourced from literature, interviews with Headteachers and additional sources. You will be asked to rank them based on whether you agree or disagree with them and by how meaningful they are to you. There will be clear instructions which are displayed on the electronic platform which guide you through this process. There are no right or wrong answers – I am interested in what you think.
- Complete a short questionnaire which collects demographic information such as the type of educational setting you lead and the number of years you have been a head teacher. In addition, you will be asked to reflect upon the sorting task and the items you selected as most and least meaningful.

This will be done through an online platform which has been designed for this particular research methodology. The activity and subsequent questionnaire should take between 30 and 45 minutes to complete. I am aiming to recruit 30 mainstream headteachers in total from a range of educational settings. The activity can be completed in the participant's own time however it would be greatly appreciated if it could be completed by the 28th February 2021. The activity must be completed on either a desktop or laptop device and completed in one session as the electronic website does not save progress to enable you to complete it at a later stage.

How will the data be used?
I am using a specific quantitative research design called Q-Methodology to statistically analyse and explore what shared viewpoints may exist within a sample regarding a particular topic. The data from the activity will be subject to factor analysis which will reveal shared viewpoints about inclusion among headteachers.

Your confidentiality will be safeguarded during and after the study. Your data will be fully anonymous and collected via an online platform. Your data will be used solely for research purposes. Your Q-sort data and your demographic information from the questionnaire will be linked but there will be no identifiers within this. Data will be combined with data from other Headteachers prior to analysis. The demographic data from the questionnaire will be used in the interpretation and description of these viewpoints. No names or identifiers will be used in the write up of the study and all data will be securely disposed of after 3 years. The data which is stored virtually on the online platform will be deleted once the data analysis stage is completed. Your data will be stored in compliance with the Data Protection Act.

What are the benefits?
The study may not directly help you but the information from this piece of research will hopefully help to increase the understanding of how mainstream Headteachers in this current climate view inclusive education within England. The results may inform professionals and wider educational bodies of the viewpoints within your role. This research may develop an understanding of headteachers' views regarding the facilitating and inhibiting factors in the implementation of inclusive education within mainstream settings within England.

What will happen to the results of the research study?

Following the completion of this piece of research an electronic copy of the final thesis will be available. If you would like to receive a copy of this piece of research, please email me on the address provided above.

What if there is a problem?
If you have any concerns regarding any aspects of this piece of research, please contact the researcher who will do their best to answer any questions on 07774 333254 or alternatively by email at matthew.frater@nottingham.ac.uk.

What happens now?
I can't thank you enough for taking the time to read this participant information sheet, your participation would be valued. If you have any questions or concerns, please don't hesitate to ask now. I hope you feel that this is a valuable opportunity. If you have any questions, please contact me at matthew.frater@nottingham.ac.uk. We can also be contacted after your participation at the above addresses.

If you would like to take part and feel that all your questions have been answered within this information sheet, then please use the link below to access and complete the research activity. Please refer to the additional 'supplementary instructions' provided as an attachment to the email prior to beginning the activity.

Link to the online research activity: X

Thank you for supporting my research.

Best Wishes
Matt

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee)
stephen.jackson@nottingham.ac.uk

Appendix K – Consent Forms

Adapted Consent form for VQMethod

Title of Project: Headteachers' Views on Inclusion: An exploration using Q-Methodology

Q-Sort Activity

Ethics Approval Number: S1260

Researcher(s): Matthew Frater Email: matthew.frater@nottingham.ac.uk

Supervisor(s): Nathan Lambert Email: nathan.lambert@nottingham.ac.uk

If you have any questions, please email these to matthew.frater@nottingham.ac.uk

By selecting "Agree and Continue" below you acknowledge that you:

Have read and understood the Participant Information Sheet

Have had the opportunity to ask questions about the study and had these answered satisfactorily

Understand that you are free to withdraw from the study at any time and without giving a reason

Have given permission for your data from this study to be shared with other researchers provided that your anonymity is completely protected

Have agreed to take part in the study

When you select "Agree and Continue" below you are agreeing to the following statement:

"This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw at any time."

School of Psychology

Consent Form

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

Title of Project: **Headteachers' Views on Inclusion: An exploration using Q-Methodology**

Phase - Interview & Piloting of the Q-Set

Ethics Approval Number: S1260

Researcher(s): Matthew Frater *Email: matthew.frater@nottingham.ac.uk*

Supervisor(s): Nathan Lambert Email: nathan.lambert@nottingham.ac.uk

The participant should answer these questions independently:

- Have you read and understood the Information Sheet? YES/NO
- Have you had the opportunity to ask questions about the study? YES/NO
- Have all your questions been answered satisfactorily (if applicable)? YES/NO
- Do you understand that you are free to withdraw from the study? (at any time and without giving a reason) YES/NO
- I give permission for my data from this study to be shared with other researchers provided that my anonymity is completely protected. YES/NO
- Do you agree to take part in the study? YES/NO

"This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw at any time."

Signature of the Participant:

Date:

Name (in block capitals)

To provide the signature you may:

- Use an electronic signature
- Print the document, sign and scan it
- If these two options are not available, please let the researcher know and they can contact you via post and include a stamped return address.

I have explained the study to the above participant and he/she has agreed to take part.

Signature of researcher:

Date:

Appendix L – Supplementary instructions and debrief form

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

Headteachers' Views on Inclusion: An exploration using Q-Methodology
Ethics approval number: S1260
Researcher: Matt Frater – matthew.frater@nottingham.ac.uk
Supervisor: Nathan Lambert - nathan.lambert@nottingham.ac.uk

Supplementary Instructions for online Q-sort activity

This document has been produced to supplement the on-screen instructions which will be displayed as part of the Q-sort activity. Due to character constraints, instructions have had to be simplified on the online software. Please read the information in the blue box at the very least before beginning the activity. Please refer to the remainder of the document during completion of the online Q-sort activity

Before you begin:

- The activity must be completed on a desktop or laptop (tablets and mobile phones are *not* supported by the software).
- The activity must be completed in one session (there is no option to save and return later).
- If you click on the statement, it will appear enlarged in the middle of your screen to make it easier to read.
- In steps 1 and 2 you must place *all* of the statements before moving to the next step. If you don't, the software will reset the entire activity.
- If you want to move a statement at any time, please do so by dragging it from its original position to the position you want it to be in. Clicking 'redo'

to clarify any instructions you may be unsure of.

The study is interested in understanding how headteachers working in mainstream schools view inclusion. In order to do this, you will be presented with 61 statements about inclusion. Each statement is an opinion which has been expressed by a head teacher, an educational psychologist, within the media or the wider research literature. The aim of this task is to individually rank these statements of opinion in relation to how closely they represent your own personal views on this topic. There are no right or wrong answers – the research is interested in what *you* think*. Please now read through all of the statements in turn and consider them in relation to the statement below:*

"As a head teacher, it is my view that..."

Step 1: Pre-sorting

Now that you have familiarised yourself with the statements, please sort them into the three boxes below; those you strongly agree with, those you strongly disagree with and those which you neither agree nor disagree with. You can do this by clicking on each statement and dragging it into the corresponding box. Please note the following:

- The piles do not need to be equal.
- The number on the statement doesn't mean anything.

Step 2: Sorting on the Grid – *please see supporting video instructions*

1. Now that you have sorted the statements into the three piles, please look at the statements in the "Strongly Agree" box and select the two which are most like your own views. Click and drag each of these statements, one at a time, into the two boxes on the far-right hand column of the grid (+6). It doesn't matter which is on the top or the bottom.
2. From your 'Strongly Disagree" box, choose 2 statements which are least like your views and click and drag them into the far-left column of the grid (-6).
3. Go back to the "Strongly Agree" box and this time choose 3 more statements which are the closest to your views (from those not already placed on the grid). Click and drag them into the boxes in the second column from the right (+5).
4. Return to the "Strongly Disagree" pile and select 3 statements that are least like your view (apart from the two already placed on). Click and drag them into the boxes in the second column from the left (-5).
5. Continue to do this to complete the grid with the statements left over, working your way towards the middle. Eventually you will exhaust your 'most agree' and 'most disagree' piles at this point place the items you neither agree nor disagree with in the spaces left considering whether they are closer to agreement or disagreement.

You are able to rearrange statements as you change your mind you can do this by dragging the statements on and off the grid. Do not worry if your 'most agree' statements cross over into the negative rankings or vice versa. Once you are happy this becomes your Q-sort which is your subjective view of inclusion as a topic.

Step 3: Reflections

Please state your reasons for selecting the two statements you ranked at +6, indicating that you agreed with these statements the most, and the two statements you ranked at -6, indicating that you disagreed with these statements the most.

Step 4: Questionnaire

Thank you, you have now completed your Q-sort. In order for it to save and for the results of the research to be interpreted, please complete the post-sort questionnaire which includes a few questions regarding your job role and experience and some additional questions about your experience of the process.

Step 5: Ending message

Thanks again for your participation in this study. Please see the debrief information on the next page. If you have any remaining questions, please contact the researcher via email (matthew.frater@nottingham.ac.uk or Nathan.lambert@nottingham.ac.uk).

EXPERIMENTAL DEBRIEFING INFORMATION

School of Psychology

University of Nottingham

Name of Experimenter:	**Email of Experimenter:**
Matt Frater	Matthew.Frater@nottingham.ac.uk
Name of Supervisor:	**Email of Supervisor:**
Nathan Lambert	Nathan.Lambert@nottingham.ac.uk

Title of Research:

Headteachers' Views on Inclusion: An exploration using Q-Methodology

Background:

This is an exploratory piece of research aiming to explore what the potential shared viewpoints within the Head Teacher profession are towards inclusive education within the UK. I am interested in investigating Headteachers' views explicitly as research literature has highlighted Headteachers' have a direct impact on the integration of inclusive practice into educational policies and cultures within their settings. Headteachers provide professional leadership and their policies and vision may inform the school's ethos towards inclusion. Research has highlighted that within the profession there appears to be range of viewpoints towards inclusive education and this piece of research aims to explore what these shared viewpoints may be. This study is aiming to collect a range of viewpoints which are present within this profession.

Design and Dependent Measures:

This research study utilises a Q-Sort methodological design. Approximately thirty headteachers will be sampled and take part in completing the sorting activity. The

dependent variables in this study are the individual's completed Q-Sort and the qualitative data gathered using the post-sort questionnaire.

Intended Analysis:

The researcher will utilise a computer package called PQMethod to analyse the data. The whole Q-sorts of each participant will be analysed and a correlation matrix will be produced which enables the researcher to investigate which individual Q-sorts cluster together to form a "factor". These factors are then further analysed and the researcher will establish a "best fit" understanding of the number of different clustered viewpoints with sufficient participants in each which represent as many viewpoints which emerge from the sample as possible. These factors will then be interpreted in an objective manner utilising the Q-sorts and qualitative data to construct an understanding of each viewpoint expressed as a factor.

Will I receive a copy of the research?

If you wish to receive a copy of the research findings upon completion, please contact the researcher.

Questions:

If you have any questions about the process, please contact myself on the above contact details.

Thank you for taking part in this study.

Matt Frater

Trainee Educational Psychologist

Appendix M – Draft Q-Set with 87 items

1. It is every child's right to be educated in a mainstream setting.
2. Inclusion cannot be tokenistic.
3. Mainstream schools should cater for all students and adjust their structural mechanisms within the system to meet the individualised needs of learners.
4. Inclusive education is important and conducive for supporting student's well-being and mental health.
5. Inclusion is key for ensuring that children receive equality of opportunities.
6. My school's responsibility is serving the best interests of all students equally not just those with additional needs but meeting these needs should not be at the cost of others.
7. It is important that inclusion is seen as a journey with a purpose. It is important that a setting is constantly changing and vigilant regarding inclusion.
8. Mainstream schools have a considerable way to go when it comes to providing inclusive education and providing appropriate approaches to education to all learners.
9. The welfare and well-being of my staff are a bigger priority than inclusion.
10. Every learner has the right to attend their local school.
11. Inclusion is important for supporting students with additional needs to develop the required skills to be successful in their post-school life (education, training, employment) and contribute towards the society.
12. Inclusion is a political mobilisation of power rather than a mechanism of justice
13. Inclusiveness springs from hearts in the right place but had turned out to be disastrous
14. Inclusion sounds good in theory but does not work well in practice.
15. The social justice value that students are provided with adequate learning opportunities is more important that the value that all students must be included.
16. Mainstream settings are not currently prepared to accommodate all students in society and in some circumstances a student can have their needs best met in settings which are not mainstream educational settings.
17. There are sufficient supportive resources and professional pedagogues to support inclusive education in mainstream schools.
18. Specialist settings have a role in supporting inclusive education within mainstream settings and supporting its facilitation.

19. Inclusion should be a full-time experience where a learner is with their typically developing peers at all times regardless of the severity of their needs.
20. Inclusion is a more efficient and effective method for educating all learners than segregated schooling.
21. Only teachers with extensive special education skills can be expected to deal with students with additional needs in a school setting
22. Mainstream teachers typically do not have sufficient experience in teaching students with a diverse range of needs to facilitate inclusion.
23. Teachers have a right to expect high-quality professional development and support along the way to build their expertise and increase their skills in educating all children.
24. Before inclusion can occur, teacher education providers need to incorporate inclusive education courses that cover the philosophy of inclusive education and the pedagogic skills including curriculum adaptation and instructional differentiation as part of the core training compulsory for all pre-service teachers.
25. In order to facilitate inclusion, the workload of teachers needs to be reduced in other areas.
26. It is difficult to provide the appropriate amount of attention to all students and keep all students engaged effectively in an inclusive classroom.
27. There is a teacher shortage and additional pressure and challenge from inclusion will lead to an even greater difficulty in retaining teachers.
28. The role of Learning Support Assistants and their relationships with teachers is important for the implementation of inclusive practices.
29. The complexity of some students needs mean that mainstream settings are not appropriate
30. Labels are a bi-product of the segregated schooling system and hold children back.
31. It is most challenging to include students with disruptive behaviours.
32. An inclusive school culture is important for successful implementation of inclusion.
33. Mainstream settings already don't have the adequate levels of resourcing without adding the additional pressure on resources of students with wide-ranging needs
34. Inclusion is inextricably tied up with funding.
35. Additional staffing is the core resource that would support my school in providing an inclusive and effective education for all learners.
36. Mainstream settings have inadequate space and physical resources to accommodate all learners.

37. In order to facilitate inclusive education, schools require good collaboration with external services outside of the school which understand the student's need and provide practical implementable strategies.
38. Local authorities often have different agendas to educational settings and can look for the "quick fix"
39. The local authority will often side with parents for an easier path rather than focus on the educational outcomes of the young person.
40. The relationship between the local authority, schools and families is important. It is important that everyone has a clear understanding of what inclusive education means and how it works.
41. Inclusion can be imposed upon schools where local authorities do not have enough high-quality alternative provision.
42. Inclusion is no more than dumping students on my teachers
43. The safety and well-being of children with additional needs may be impacted by attending a mainstream setting
44. It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.
45. Headteachers within educational settings are responsible for creating conditions which facilitate the implementation and management of inclusive practice.
46. A close partnership between school leaders and teachers is key to facilitate a whole-school approach to inclusive education.
47. Working collaboratively is the backbone for successful inclusive education.
48. The academisation of schools and the business-like approach towards education prevents collaboration and inhibits inclusion.
49. A close relationship between the school, parents and the community is important for inclusion to succeed.
50. It is important that all learners are not only are physically included but socially included and feel part of the school community.
51. The high level of support that some students would need to engage within a mainstream setting would by proxy impact upon their social inclusion.
52. The need/benefits of including diverse learners within the classroom do not match the required effort to do so
53. There are significant academic benefits for all students as a result of inclusive education.

54. Inclusion will lead to opportunities for positive relationships to develop between typically developing students and peers with additional needs which will promote all learner's social and emotional development.
55. Inclusive practice has a positive influence upon peer, parent and professional attitudes towards students with additional needs and develops their understanding of human difference.
56. Peer rejection and its impact upon the well-being of a student with additional needs is a serious concern with inclusion.
57. An inclusive educational system is fundamental to the development of a cohesive inclusive society.
58. Students with additional needs detract from a school's capacity to deliver effective education to typically developing students.
59. Attending mainstream settings may negatively impact upon the well-being of students with additional needs.
60. Students with additional needs decrease the attainment of a setting which negative impacts upon the setting's competitive status.
61. Some students would be vulnerable to exploitation or bullying if they attended a mainstream setting.
62. The inclusion of students with a range of diverse needs within mainstream schools will increase the number of exclusions.
63. Inclusion is seen as a method of reducing exclusions.
64. Academic achievement is the main determinant for the success of a school set out by the government and is at odds with the inclusion agenda.
65. Making public student performance and placing schools in a competitive situation have driven schools to focus on maintaining or raising their ranking on the league tables and to reduce tolerance for under-performance which may lead to exclusion of students with disabilities or additional needs.
66. Schooling is reduced to a market, children who find learning difficult or have other special needs have little value and are overlooked in favour of those children who learn what they are expected to learn when they are expected to learn it.
67. It is important that we hold high expectations of all learners, whether they have an additional need or not.
68. It is impossible to maintain behavioural standards if all students are included within mainstream settings.
69. School attainment data should not be viewed as being as important as the overall development of a child

70. The organisational structure of the educational system is not currently equipped to promote inclusion in mainstream settings.
71. National policies are misaligned with the inclusion agenda. The department for education has not created enabling conditions for children with additional needs to go to school with their peers in a mainstream setting
72. There is a lack of strategic directive from the department of education regarding inclusion meaning there are gaping holes between theory, policy and schooling practice and massive variability in the provision available to schools.
73. The direction of travel within the UK at a governmental level has shifted away from inclusion which I align with.
74. Inclusive education is something schools are told to do. It is a top-down burden rather than a collaborative process
75. Policy makers, teachers, and other respective stakeholders are still unclear about what inclusion truly means,
76. A barrier to inclusion is that there is a lack of identification of students with SEN because of a lack of established services and specialists.
77. A headteacher's attitude towards inclusion is the single greatest factor which facilitates or inhibits the implementation of inclusive practice.
78. Teacher's negative perceptions and attitudes towards inclusion can be a barrier to including all students within a mainstream setting.
79. Negative attitudes of typically developing peers, parents and community leaders towards inclusive practices is a significant obstacle to implementing inclusion
80. A positive attitude towards inclusion will lead to more effective implementation of inclusion for all learners.
81. It is impossible to deliver both a mainstream curriculum and daily living curriculum which are of more value to some students
82. The national curriculum required modifying if inclusion is the goal.
83. We need to have a more outcomes-based, project-based, place-based, product-based curriculum that allows for skills to be developed and assessed. The whole assessment process needs to be reviewed for all students
84. Parents will want their children to attend an inclusive school regardless of whether their child has needs or not.
85. Parents can be detrimental to inclusive practices if they don't provide their child with opportunities to develop their independence.
86. Parental choice and views regarding specialist setting being most appropriate may work against the inclusion agenda.

87. the use of language within a staff culture is important to the successful implementation of inclusion

Appendix N – Finalised Q-set

1	It is every child's right to be educated in a mainstream setting.
2	Mainstream schools should cater for all students.
3	It is important for students' wellbeing and mental health that they are included in their local mainstream school.
4	If children are to have equal opportunities, then inclusive education is essential.
5	Children with SEN should not be included if their presence has a negative impact on other students.
6	Inclusion is an ongoing journey not a one-time achievement.
7	Mainstream settings are currently doing a good job implementing inclusive education.
8	The well-being of staff is a greater priority for schools than inclusion.
9	Schools should adjust their systems so as to be able to meet the needs of all children.
10	Inclusion ensures students with additional needs can contribute to society in adult life.
11	Inclusion sounds good in theory but does not work well in practice.
12	It is more important that students receive appropriate learning opportunities than all students are included.
13	Some students needs can only be met in a specialist setting.
14	It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.
15	Specialist settings can support mainstream settings to implement inclusive education.
16	Inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times.
17	Inclusion is a more efficient method for educating all learners than segregated schooling.
18	Teachers need extensive special education skills if they are to effectively support students with additional needs.
19	Mainstream teachers do not have the required experience to facilitate inclusion.

20	Teachers need high-quality professional development opportunities to facilitate inclusion.
21	Initial teacher training does not prepare teachers for inclusive practice.
22	In order to facilitate inclusion, the workload of teachers needs to be reduced.
23	Increased inclusion has a negative impact on teacher retention.
24	Learning Support Assistants play a key role in implementing inclusion.
25	Inclusion is undermined by teachers' failure to use Learning Support Assistants effectively.
26	Students exhibiting challenging behaviour are the hardest to include.
27	How successful a school is in terms of including all learners depends greatly on the overall school culture.
28	Inclusion will not work without adequate funding.
29	School's need additional staff to facilitate inclusion.
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.
31	Inclusion is not possible without good collaboration between a school and external educational support services.
32	The local authority has a different agenda to educational settings regarding inclusion.
33	If inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is.
34	Inclusion is promoted by local authorities because they don't have enough specialist provision.
35	Inclusion is no more than dumping challenging students on teachers.
36	Placement in a mainstream setting can often undermine the wellbeing of children with additional needs.
37	Headteachers are responsible for ensuring effective inclusion can occurs.
38	A close partnership between school leaders and teachers is key to successful inclusive education.
39	The academisation of schools inhibits inclusion.
40	A business-like approach towards education is not conducive to increased inclusion.

41	Close relationships between the school, parents and the community are important for inclusion to succeed.
42	It is important that students are socially included.
43	The efforts required to include challenging students often outweigh the benefits.
44	Inclusion leads to positive relationships developing between typically developing students and students with additional needs.
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.
46	Inclusive education will lead to an inclusive society.
47	Students with additional needs undermine a school's capacity to deliver effective education.
48	Greater inclusion will lead to a lowering in a school’s overall attainment scores.
49	The more inclusive a school is the less attractive they will be to the parents of potential students.
50	Some students are vulnerable in mainstream settings.
51	Increased inclusion leads to an increase in exclusions.
52	The attainment agenda is at odds with the inclusion agenda.
53	Inclusion leads to a deterioration in behavioural standards.
54	Current national educational policy is not conducive in promoting inclusion.
55	There is a lack of strategic planning from the department of education regarding inclusion.
56	Inclusive education a top-down burden imposed upon schools.
57	It is unclear what inclusion truly means.
58	Teacher's negative perceptions of inclusion are a barrier to implementation.
59	The attitudes of typically developing young people are a barrier to inclusion.
60	The attitudes of parents of typically developing young people are a barrier to inclusion.
61	The national curriculum requires modifying if inclusion is the goal.

Appendix O – Flyer



University of Nottingham
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Head Teachers' Views on Inclusion:
An exploration using Q Methodology

What are the viewpoints of Head Teachers within England towards inclusion?

What is this project?

I'm looking for mainstream Head Teachers to participate in an exploratory piece of research.

This research aims to explore what the potential viewpoints are within the Head Teacher role towards inclusion in England.

You will be asked to reflect on and sort a range of statements regarding inclusion by your level of agreement.

You will also be asked to complete a short demographic questionnaire.

It will take 30-45 minutes (approximately)

I'm a Year Three Trainee Educational Psychologist studying at the University of Nottingham. This research is being undertaken as part of my thesis.

For further information and to volunteer please email me at:

matthew.frater@nottingham.ac.uk

What are the benefits?

Increasing the understanding of how mainstream Head Teachers view inclusion within England.

Informing professionals and wider educational bodies of the potential shared viewpoints held by Head Teachers which may support policy making decisions.

Appendix P – A table to show the seven-factor uncorrelated matrix

Q- Sort	Factor Number						
	1	**2**	**3**	**4**	**5**	**6**	**7**
1	0.4868	-0.0807	0.0063	0.0393	0.0381	0.0019	-0.1893
2	0.6124	-0.159	0.0204	-0.0621	0.3488	0.1109	-0.2842
3	0.6468	0.6185	0.2626	-0.061	-0.0104	0.0037	-0.0849
4	0.4299	-0.6173	0.3149	-0.2351	0.0385	0.0505	0.1479
5	0.6686	-0.1372	0.0157	-0.0953	-0.1441	0.0281	-0.0629
6	0.6722	-0.1147	0.0115	0.2386	0.2963	0.1306	0.0445
7	0.7269	0.1474	0.0095	-0.1714	-0.3244	0.1325	-0.124
8	0.6025	-0.5193	0.209	0.0463	-0.1683	0.0284	-0.065
9	0.7237	0.1164	0.0052	0.1396	0.2307	0.0605	0.0522
10	0.7783	-0.1004	0.0094	0.1022	0.0295	0.0088	-0.2337
11	0.5555	0.5015	0.1572	0.3752	-0.0334	0.1328	0.0805
12	0.3065	-0.0591	0.0038	0.2519	-0.2005	0.0968	0.2272

13	0.7617	0.2283	0.0265	-0.3035	0.0687	0.0878	0.0787
14	0.5922	0.5284	0.178	-0.0381	0.0706	0.0045	-0.1533
15	0.5814	-0.1544	0.0193	0.1685	-0.3469	0.1467	-0.0415
16	0.4844	-0.1991	0.0307	0.0325	0.038	0.0015	0.0552
17	0.8058	0.2247	0.0257	0.0671	0.1226	0.0146	0.1186
18	0.6362	0.4708	0.1357	0	-0.1911	0.0343	0.0744
19	0.3573	-0.4149	0.1287	-0.2682	0.0805	0.0697	0.0303
20	0.6103	-0.2345	0.0418	-0.2227	0.0733	0.0478	0.3262
Eigenvalues	7.5953	2.2915	0.3087	0.6452	0.6571	0.1196	0.448
% expl. Var.	38	11	2	3	3	1	2

Appendix Q – A table identifying the rank and Z-scores of each factor for each Q-set item

Q-set Statement		Factor 1		Factor 2	
		Z Score	Rank	Z Score	Rank
1	It is every child's right to be educated in a mainstream setting.	-1.79	-5	0.97	+3
2	Mainstream schools should cater for all students.	-2.34	-6	0.96	+3
3	It is important for students' wellbeing and mental health that they are included in their local mainstream school.	-0.96	-3	1.04	+4
4	If children are to have equal opportunities, then inclusive education is essential.	-0.49	-1	0.87	+2
5	Children with SEN should not be included if their presence has a negative impact on other students.	-0.11	-1	-1.53	-5
6	Inclusion is an ongoing journey not a one-time achievement.	1.39	+5	1.40	+4
7	Mainstream settings are currently doing a good job implementing inclusive education.	-0.19	-1	-0.42	-1
8	The well-being of staff is a greater priority for schools than inclusion.	-1.43	-4	-1.08	-3
9	Schools should adjust their systems so as to be able to meet the needs of all children.	-0.71	-2	0.85	+2
10	Inclusion ensures students with additional needs can contribute to society in adult life.	-0.15	-1	1.01	+3
11	Inclusion sounds good in theory but does not work well in practice.	-0.42	-1	-1.09	-3
12	It is more important that students receive appropriate learning opportunities than all students are included.	1.37	+4	-0.98	-2

13	Some students needs can only be met in a specialist setting.	1.68	+6	0.88	+2
14	It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.	-0.03	0	-1.46	-4
15	Specialist settings can support mainstream settings to implement inclusive education.	0.90	+3	0.56	+1
16	Inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times.	-1.75	-5	0.12	0
17	Inclusion is a more efficient method for educating all learners than segregated schooling.	-1.50	-5	0.82	+2
18	Teachers need extensive special education skills if they are to effectively support students with additional needs.	-0.01	0	-0.12	-1
19	Mainstream teachers do not have the required experience to facilitate inclusion.	0.43	+1	-1.09	-3
20	Teachers need high-quality professional development opportunities to facilitate inclusion.	0.83	+3	0.93	+3
21	Initial teacher training does not prepare teachers for inclusive practice.	0.32	+1	-0.09	0
22	In order to facilitate inclusion, the workload of teachers needs to be reduced.	-0.91	-3	-0.45	-1
23	Increased inclusion has a negative impact on teacher retention.	-0.66	-2	-1.21	-4
24	Learning Support Assistants play a key role in implementing inclusion.	0.24	0	0.70	+2
25	Inclusion is undermined by teachers' failure to use Learning Support Assistants effectively.	-0.89	-3	0.35	+1
26	Students exhibiting challenging behaviour are the hardest to include.	-0.11	-1	-0.67	-2

27	How successful a school is in terms of including all learners depends greatly on the overall school culture.	1.08	+3	1.82	+6
28	Inclusion will not work without adequate funding.	1.72	+6	0.29	0
29	School's need additional staff to facilitate inclusion.	0.53	+2	0.18	0
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.	0.43	+1	-0.06	0
31	Inclusion is not possible without good collaboration between a school and external educational support services.	1.42	+5	0.51	+1
32	The local authority has a different agenda to educational settings regarding inclusion.	0.67	+2	0.15	0
33	If inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is.	1.29	+3	1.49	+5
34	Inclusion is promoted by local authorities because they don't have enough specialist provision.	0.27	+1	0.31	+1
35	Inclusion is no more than dumping challenging students on teachers.	-0.94	-3	-1.71	-6
36	Placement in a mainstream setting can often undermine the wellbeing of children with additional needs.	0.19	0	-0.59	-2
37	Headteachers are responsible for ensuring effective inclusion can occurs.	0.75	+2	1.40	+5
38	A close partnership between school leaders and teachers is key to successful inclusive education.	1.34	+4	1.55	+5
39	The academisation of schools inhibits inclusion.	-1.84	-6	-0.75	-2
40	A business-like approach towards education is not conducive to increased inclusion.	0.21	0	-0.41	-1
41	Close relationships between the school, parents and the community are important for inclusion to succeed.	1.31	+4	1.75	+6

42	It is important that students are socially included.	0.53	+2	1.15	+4
43	The efforts required to include challenging students often outweigh the benefits.	-0.42	-1	-1.54	-5
44	Inclusion leads to positive relationships developing between typically developing students and students with additional needs.	0.46	+1	1.26	+4
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.	0.46	+1	0.95	+3
46	Inclusive education will lead to an inclusive society.	0.17	0	0.77	+2
47	Students with additional needs undermine a school's capacity to deliver effective education.	-0.72	-2	-1.72	-6
48	Greater inclusion will lead to a lowering in a school’s overall attainment scores.	0.56	+2	-1.20	-3
49	The more inclusive a school is the less attractive they will be to the parents of potential students.	-1.21	-4	-1.27	-4
50	Some students are vulnerable in mainstream settings.	0.57	+2	0.31	+1
51	Increased inclusion leads to an increase in exclusions.	-0.60	-2	-1.13	-3
52	The attainment agenda is at odds with the inclusion agenda.	1.56	+5	-0.24	-1
53	Inclusion leads to a deterioration in behavioural standards.	-1.12	-4	-1.41	-4
54	Current national educational policy is not conducive in promoting inclusion.	1.37	+4	0.39	+1
55	There is a lack of strategic planning from the department of education regarding inclusion.	0.85	+3	0.54	+1
56	Inclusive education a top-down burden imposed upon schools.	-1.47	-4	-1.52	-5
57	It is unclear what inclusion truly means.	0.02	0	-0.55	-1
58	Teacher's negative perceptions of inclusion are a barrier to implementation.	-0.84	-3	-0.57	-1

59	The attitudes of typically developing young people are a barrier to inclusion.	-0.78	-2	-0.68	-2
60	The attitudes of parents of typically developing young people are a barrier to inclusion.	-0.79	-2	-0.72	-2
61	The national curriculum requires modifying if inclusion is the goal.	0.30	+1	0.02	0

Appendix R – Factor Arrays

Factor array for Viewpoint 1

	Q-set Statement	Rank
13	Some students needs can only be met in a specialist setting.	6
28	Inclusion will not work without adequate funding.	6
6	Inclusion is an ongoing journey not a one-time achievement.	5
31	Inclusion is not possible without good collaboration between a school and external educational support services.	5
52	The attainment agenda is at odds with the inclusion agenda.	5
12	It is more important that students receive appropriate learning opportunities than all students are included.	4
38	A close partnership between school leaders and teachers is key to successful inclusive education.	4
41	Close relationships between the school, parents and the community are important for inclusion to succeed.	4
54	Current national educational policy is not conducive in promoting inclusion.	4
15	Specialist settings can support mainstream settings to implement inclusive education.	3
20	Teachers need high-quality professional development opportunities to facilitate inclusion.	3
27	How successful a school is in terms of including all learners depends greatly on the overall school culture.	3
33	If inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is.	3
55	There is a lack of strategic planning from the department of education regarding inclusion.	3
29	School's need additional staff to facilitate inclusion.	2
32	The local authority has a different agenda to educational settings regarding inclusion.	2
37	Headteachers are responsible for ensuring effective inclusion can occurs.	2
42	It is important that students are socially included.	2
48	Greater inclusion will lead to a lowering in a school's overall attainment scores.	2

50	Some students are vulnerable in mainstream settings.	2
19	Mainstream teachers do not have the required experience to facilitate inclusion.	1
21	Initial teacher training does not prepare teachers for inclusive practice.	1
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.	1
34	Inclusion is promoted by local authorities because they don't have enough specialist provision.	1
44	Inclusion leads to positive relationships developing between typically developing students and students with additional needs.	1
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.	1
61	The national curriculum requires modifying if inclusion is the goal.	1
14	It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.	0
18	Teachers need extensive special education skills if they are to effectively support students with additional needs.	0
24	Learning Support Assistants play a key role in implementing inclusion.	0
36	Placement in a mainstream setting can often undermine the wellbeing of children with additional needs.	0
40	A business-like approach towards education is not conducive to increased inclusion.	0
46	Inclusive education will lead to an inclusive society.	0
57	It is unclear what inclusion truly means.	0
4	If children are to have equal opportunities, then inclusive education is essential.	-1
5	Children with SEN should not be included if their presence has a negative impact on other students.	-1
7	Mainstream settings are currently doing a good job implementing inclusive education.	-1
10	Inclusion ensures students with additional needs can contribute to society in adult life.	-1
11	Inclusion sounds good in theory but does not work well in practice.	-1

26	Students exhibiting challenging behaviour are the hardest to include.	-1
43	The efforts required to include challenging students often outweigh the benefits.	-1
9	Schools should adjust their systems so as to be able to meet the needs of all children.	-2
23	Increased inclusion has a negative impact on teacher retention.	-2
47	Students with additional needs undermine a school's capacity to deliver effective education.	-2
51	Increased inclusion leads to an increase in exclusions.	-2
59	The attitudes of typically developing young people are a barrier to inclusion.	-2
60	The attitudes of parents of typically developing young people are a barrier to inclusion.	-2
3	It is important for students' wellbeing and mental health that they are included in their local mainstream school.	-3
22	In order to facilitate inclusion, the workload of teachers needs to be reduced.	-3
25	Inclusion is undermined by teachers' failure to use Learning Support Assistants effectively.	-3
35	Inclusion is no more than dumping challenging students on teachers.	-3
58	Teacher's negative perceptions of inclusion are a barrier to implementation.	-3
8	The well-being of staff is a greater priority for schools than inclusion.	-4
49	The more inclusive a school is the less attractive they will be to the parents of potential students.	-4
53	Inclusion leads to a deterioration in behavioural standards.	-4
56	Inclusive education a top-down burden imposed upon schools.	-4
1	It is every child's right to be educated in a mainstream setting.	-5
16	Inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times.	-5
17	Inclusion is a more efficient method for educating all learners than segregated schooling.	-5
2	Mainstream schools should cater for all students.	-6
39	The academisation of schools inhibits inclusion.	-6

Factor array for Viewpoint 2

	Q-set Statement	Rank
41	Close relationships between the school, parents and the community are important for inclusion to succeed.	6
27	How successful a school is in terms of including all learners depends greatly on the overall school culture.	6
38	A close partnership between school leaders and teachers is key to successful inclusive education.	5
33	If inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is.	5
37	Headteachers are responsible for ensuring effective inclusion can occurs.	5
6	Inclusion is an ongoing journey not a one-time achievement.	4
42	It is important that students are socially included.	4
44	Inclusion leads to positive relationships developing between typically developing students and students with additional needs.	4
3	It is important for students' wellbeing and mental health that they are included in their local mainstream school.	4
20	Teachers need high-quality professional development opportunities to facilitate inclusion.	3
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.	3
10	Inclusion ensures students with additional needs can contribute to society in adult life.	3
1	It is every child's right to be educated in a mainstream setting.	3
2	Mainstream schools should cater for all students.	3
13	Some students needs can only be met in a specialist setting.	2
24	Learning Support Assistants play a key role in implementing inclusion.	2
46	Inclusive education will lead to an inclusive society.	2
4	If children are to have equal opportunities, then inclusive education is essential.	2
9	Schools should adjust their systems so as to be able to meet the needs of all children.	2

17	Inclusion is a more efficient method for educating all learners than segregated schooling.	2
31	Inclusion is not possible without good collaboration between a school and external educational support services.	1
54	Current national educational policy is not conducive in promoting inclusion.	1
15	Specialist settings can support mainstream settings to implement inclusive education.	1
55	There is a lack of strategic planning from the department of education regarding inclusion.	1
50	Some students are vulnerable in mainstream settings.	1
34	Inclusion is promoted by local authorities because they don't have enough specialist provision.	1
25	Inclusion is undermined by teachers' failure to use Learning Support Assistants effectively.	1
28	Inclusion will not work without adequate funding.	0
29	School's need additional staff to facilitate inclusion.	0
32	The local authority has a different agenda to educational settings regarding inclusion.	0
21	Initial teacher training does not prepare teachers for inclusive practice.	0
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.	0
61	The national curriculum requires modifying if inclusion is the goal.	0
16	Inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times.	0
52	The attainment agenda is at odds with the inclusion agenda.	-1
18	Teachers need extensive special education skills if they are to effectively support students with additional needs.	-1
40	A business-like approach towards education is not conducive to increased inclusion.	-1
57	It is unclear what inclusion truly means.	-1
7	Mainstream settings are currently doing a good job implementing inclusive education.	-1

22	In order to facilitate inclusion, the workload of teachers needs to be reduced.	-1
58	Teacher's negative perceptions of inclusion are a barrier to implementation.	-1
12	It is more important that students receive appropriate learning opportunities than all students are included.	-2
36	Placement in a mainstream setting can often undermine the wellbeing of children with additional needs.	-2
26	Students exhibiting challenging behaviour are the hardest to include.	-2
59	The attitudes of typically developing young people are a barrier to inclusion.	-2
60	The attitudes of parents of typically developing young people are a barrier to inclusion.	-2
39	The academisation of schools inhibits inclusion.	-2
48	Greater inclusion will lead to a lowering in a school’s overall attainment scores.	-3
19	Mainstream teachers do not have the required experience to facilitate inclusion.	-3
11	Inclusion sounds good in theory but does not work well in practice.	-3
51	Increased inclusion leads to an increase in exclusions.	-3
8	The well-being of staff is a greater priority for schools than inclusion.	-3
14	It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.	-4
23	Increased inclusion has a negative impact on teacher retention.	-4
49	The more inclusive a school is the less attractive they will be to the parents of potential students.	-4
53	Inclusion leads to a deterioration in behavioural standards.	-4
5	Children with SEN should not be included if their presence has a negative impact on other students.	-5
43	The efforts required to include challenging students often outweigh the benefits.	-5
56	Inclusive education a top-down burden imposed upon schools.	-5

47	Students with additional needs undermine a school's capacity to deliver effective education.	-6
35	Inclusion is no more than dumping challenging students on teachers.	-6

Appendix S - Factor Interpretation Crib Sheets

Viewpoint 1 Crib Sheet

Items ranked at +6		
28	Inclusion will not work without adequate funding.	6
13	Some students needs can only be met in a specialist setting.	6
Items ranked higher in Viewpoint 1 than in Viewpoint 2		
6	Inclusion is an ongoing journey not a one-time achievement.	5
31	Inclusion is not possible without good collaboration between a school and external educational support services.	5
52	The attainment agenda is at odds with the inclusion agenda.	5
12	It is more important that students receive appropriate learning opportunities than all students are included.	4
54	Current national educational policy is not conducive in promoting inclusion.	4
15	Specialist settings can support mainstream settings to implement inclusive education.	3
55	There is a lack of strategic planning from the department of education regarding inclusion.	3
29	School’s need additional staff to facilitate inclusion.	2
32	The local authority has a different agenda to educational settings regarding inclusion.	2
48	Greater inclusion will lead to a lowering in a school’s overall attainment scores.	2
50	Some students are vulnerable in mainstream settings.	2
19	Mainstream teachers do not have the required experience to facilitate inclusion.	1
21	Initial teacher training does not prepare teachers for inclusive practice.	1
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.	1

61	The national curriculum requires modifying if inclusion is the goal.	1
14	It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.	0
18	Teachers need extensive special education skills if they are to effectively support students with additional needs.	0
36	Placement in a mainstream setting can often undermine the wellbeing of children with additional needs.	0
40	A business-like approach towards education is not conducive to increased inclusion.	0
57	It is unclear what inclusion truly means.	0
5	Children with SEN should not be included if their presence has a negative impact on other students.	-1
11	Inclusion sounds good in theory but does not work well in practice.	-1
26	Students exhibiting challenging behaviour are the hardest to include.	-1
43	The efforts required to include challenging students often outweigh the benefits.	-1
23	Increased inclusion has a negative impact on teacher retention.	-2
47	Students with additional needs undermine a school's capacity to deliver effective education.	-2
51	Increased inclusion leads to an increase in exclusions.	-2
35	Inclusion is no more than dumping challenging students on teachers.	-3
56	Inclusive education a top-down burden imposed upon schools.	-4
Items ranked lower in Viewpoint 1 than in Viewpoint 2		
38	A close partnership between school leaders and teachers is key to successful inclusive education.	4
41	Close relationships between the school, parents and the community are important for inclusion to succeed.	4
27	How successful a school is in terms of including all learners depends greatly on the overall school culture.	3
33	If inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is.	3
37	Headteachers are responsible for ensuring effective inclusion can occurs.	2

42	It is important that students are socially included.	2
44	Inclusion leads to positive relationships developing between typically developing students and students with additional needs.	1
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.	1
24	Learning Support Assistants play a key role in implementing inclusion.	0
46	Inclusive education will lead to an inclusive society.	0
4	If children are to have equal opportunities, then inclusive education is essential.	-1
10	Inclusion ensures students with additional needs can contribute to society in adult life.	-1
9	Schools should adjust their systems so as to be able to meet the needs of all children.	-2
3	It is important for students' wellbeing and mental health that they are included in their local mainstream school.	-3
22	In order to facilitate inclusion, the workload of teachers needs to be reduced.	-3
25	Inclusion is undermined by teachers' failure to use Learning Support Assistants effectively.	-3
58	Teacher's negative perceptions of inclusion are a barrier to implementation.	-3
8	The well-being of staff is a greater priority for schools than inclusion.	-4
1	It is every child's right to be educated in a mainstream setting.	-5
16	Inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times.	-5
17	Inclusion is a more efficient method for educating all learners than segregated schooling.	-5
Items ranked at -6		
2	Mainstream schools should cater for all students.	-6
39	The academisation of schools inhibits inclusion.	-6

Viewpoint 2 Crib Sheet

Items ranked at +6		
27	How successful a school is in terms of including all learners depends greatly on the overall school culture.	6
41	Close relationships between the school, parents and the community are important for inclusion to succeed.	6
Items ranked higher in Viewpoint 2 than in Viewpoint 1		
33	If inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is.	5
37	Headteachers are responsible for ensuring effective inclusion can occurs.	5
38	A close partnership between school leaders and teachers is key to successful inclusive education.	5
3	It is important for students' wellbeing and mental health that they are included in their local mainstream school.	4
42	It is important that students are socially included.	4
44	Inclusion leads to positive relationships developing between typically developing students and students with additional needs.	4
1	It is every child's right to be educated in a mainstream setting.	3
2	Mainstream schools should cater for all students.	3
10	Inclusion ensures students with additional needs can contribute to society in adult life.	3
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.	3
4	If children are to have equal opportunities, then inclusive education is essential.	2
9	Schools should adjust their systems so as to be able to meet the needs of all children.	2
17	Inclusion is a more efficient method for educating all learners than segregated schooling.	2
24	Learning Support Assistants play a key role in implementing inclusion.	2
46	Inclusive education will lead to an inclusive society.	2
25	Inclusion is undermined by teachers' failure to use Learning Support Assistants effectively.	1

16	Inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times.	0
22	In order to facilitate inclusion, the workload of teachers needs to be reduced.	-1
58	Teacher's negative perceptions of inclusion are a barrier to implementation.	-1
39	The academisation of schools inhibits inclusion.	-2
8	The well-being of staff is a greater priority for schools than inclusion.	-3
Items ranked lower in Viewpoint 2 than in Viewpoint 1		
6	Inclusion is an ongoing journey not a one-time achievement.	4
13	Some students needs can only be met in a specialist setting.	2
15	Specialist settings can support mainstream settings to implement inclusive education.	1
31	Inclusion is not possible without good collaboration between a school and external educational support services.	1
50	Some students are vulnerable in mainstream settings.	1
54	Current national educational policy is not conducive in promoting inclusion.	1
55	There is a lack of strategic planning from the department of education regarding inclusion.	1
21	Initial teacher training does not prepare teachers for inclusive practice.	0
28	Inclusion will not work without adequate funding.	0
29	School’s need additional staff to facilitate inclusion.	0
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.	0
32	The local authority has a different agenda to educational settings regarding inclusion.	0
61	The national curriculum requires modifying if inclusion is the goal.	0
18	Teachers need extensive special education skills if they are to effectively support students with additional needs.	-1
40	A business-like approach towards education is not conducive to increased inclusion.	-1
52	The attainment agenda is at odds with the inclusion agenda.	-1

57	It is unclear what inclusion truly means.	-1
12	It is more important that students receive appropriate learning opportunities than all students are included.	-2
26	Students exhibiting challenging behaviour are the hardest to include.	-2
36	Placement in a mainstream setting can often undermine the wellbeing of children with additional needs.	-2
11	Inclusion sounds good in theory but does not work well in practice.	-3
19	Mainstream teachers do not have the required experience to facilitate inclusion.	-3
48	Greater inclusion will lead to a lowering in a school's overall attainment scores.	-3
51	Increased inclusion leads to an increase in exclusions.	-3
14	It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.	-4
23	Increased inclusion has a negative impact on teacher retention.	-4
5	Children with SEN should not be included if their presence has a negative impact on other students.	-5
43	The efforts required to include challenging students often outweigh the benefits.	-5
56	Inclusive education a top-down burden imposed upon schools.	-5
Items ranked at -6		
35	Inclusion is no more than dumping challenging students on teachers.	-6
47	Students with additional needs undermine a school's capacity to deliver effective education.	-6

Consensus Items within the Crib Sheets.

Items ranked the same within both viewpoints		
7	Mainstream settings are currently doing a good job implementing inclusive education.	-1
20	Teachers need high-quality professional development opportunities to facilitate inclusion.	3
34	Inclusion is promoted by local authorities because they don't have enough specialist provision.	1
49	The more inclusive a school is the less attractive they will be to the parents of potential students.	-4
53	Inclusion leads to a deterioration in behavioural standards.	-4
59	The attitudes of typically developing young people are a barrier to inclusion.	-2
60	The attitudes of parents of typically developing young people are a barrier to inclusion.	-2

Appendix T - A table identifying the rank and Z-scores of each of the Consensus Items

All statements within the table are non-significant at the P>0.01 level and those marked with an * are also non-significant at the P>0.05 level.

Q-set Statement		Viewpoint 1		Viewpoint 2	
		Z Score	Rank	Z Score	Rank
*6	Inclusion is an ongoing journey not a one-time achievement.	1.39	5	1.4	4
*7	Mainstream settings are currently doing a good job implementing inclusive education.	-0.19	-1	-0.42	-1
*8	The well-being of staff is a greater priority for schools than inclusion.	-1.43	-4	-1.08	-3
*15	Specialist settings can support mainstream settings to implement inclusive education.	0.9	3	0.56	1
*18	Teachers need extensive special education skills if they are to effectively support students with additional needs.	-0.01	0	-0.12	-1
*20	Teachers need high-quality professional development opportunities to facilitate inclusion.	0.83	3	0.93	3
*21	Initial teacher training does not prepare teachers for inclusive practice.	0.32	1	-0.09	0
*22	In order to facilitate inclusion, the workload of teachers needs to be reduced.	-0.91	-3	-0.45	-1
23	Increased inclusion has a negative impact on teacher retention.	-0.66	-2	-1.21	-4
*24	Learning Support Assistants play a key role in implementing inclusion.	0.24	0	0.7	2
26	Students exhibiting challenging behaviour are the hardest to include.	-0.11	-1	-0.67	-2

***29**	School's need additional staff to facilitate inclusion.	0.53	2	0.18	0
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.	0.43	1	-0.06	0
32	The local authority has a different agenda to educational settings regarding inclusion.	0.67	2	0.15	0
***33**	If inclusion is to be successful, schools, families and the local authority need a clear shared understanding of what inclusion is.	1.29	3	1.49	5
***34**	Inclusion is promoted by local authorities because they don't have enough specialist provision.	0.27	1	0.31	1
***38**	A close partnership between school leaders and teachers is key to successful inclusive education.	1.34	4	1.55	5
***41**	Close relationships between the school, parents and the community are important for inclusion to succeed.	1.31	4	1.75	6
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.	0.46	1	0.95	3
46	Inclusive education will lead to an inclusive society.	0.17	0	0.77	2
***49**	The more inclusive a school is the less attractive they will be to the parents of potential students.	-1.21	-4	-1.27	-4
***50**	Some students are vulnerable in mainstream settings.	0.57	2	0.31	1
51	Increased inclusion leads to an increase in exclusions.	-0.6	-2	-1.13	-3
***53**	Inclusion leads to a deterioration in behavioural standards.	-1.12	-4	-1.41	-4

***55**	There is a lack of strategic planning from the department of education regarding inclusion.	0.85	3	0.54	1
***56**	Inclusive education a top-down burden imposed upon schools.	-1.47	-4	-1.52	-5
57	It is unclear what inclusion truly means.	0.02	0	-0.55	-1
***58**	Teacher's negative perceptions of inclusion are a barrier to implementation.	-0.84	-3	-0.57	-1
***59**	The attitudes of typically developing young people are a barrier to inclusion.	-0.78	-2	-0.68	-2
***60**	The attitudes of parents of typically developing young people are a barrier to inclusion.	-0.79	-2	-0.72	-2
***61**	The national curriculum requires modifying if inclusion is the goal.	0.3	1	0.02	0

Appendix U - A table identifying the rank and Z-scores of each of the Distinguishing Items

All statements within the table are significant at the P>0.05 level and those marked with an * are significant at the P>0.01 level.

Q-set Statement		Viewpoint 1		Viewpoint 2	
		Z Score	Rank	Z Score	Rank
***28**	Inclusion will not work without adequate funding.	1.72	6	0.29	0
***13**	Some students needs can only be met in a specialist setting.	1.68	6	0.88	2
***52**	The attainment agenda is at odds with the inclusion agenda.	1.56	5	-0.24	-1
***31**	Inclusion is not possible without good collaboration between a school and external educational support services.	1.42	5	0.51	1
***12**	It is more important that students receive appropriate learning opportunities than all students are included.	1.37	4	-0.98	-2
***54**	Current national educational policy is not conducive in promoting inclusion.	1.37	4	0.39	1
***27**	How successful a school is in terms of including all learners depends greatly on the overall school culture.	1.08	3	1.82	6
***37**	Headteachers are responsible for ensuring effective inclusion can occurs.	0.75	2	1.4	5
32	The local authority has a different agenda to educational settings regarding inclusion.	0.67	2	0.15	0
***48**	Greater inclusion will lead to a lowering in a school's overall attainment scores.	0.56	2	-1.2	-3
***42**	It is important that students are socially included.	0.53	2	1.15	4
45	Inclusion leads to students holding more positive attitudes towards those with additional needs.	0.46	1	0.95	3

***44**	Inclusion leads to positive relationships developing between typically developing students and students with additional needs.	0.46	1	1.26	4
30	Mainstream settings have inadequate space and physical resources to accommodate all learners.	0.43	1	-0.06	0
***19**	Mainstream teachers do not have the required experience to facilitate inclusion.	0.43	1	-1.09	-3
***40**	A business-like approach towards education is not conducive to increased inclusion.	0.21	0	-0.41	-1
***36**	Placement in a mainstream setting can often undermine the wellbeing of children with additional needs.	0.19	0	-0.59	-2
46	Inclusive education will lead to an inclusive society.	0.17	0	0.77	2
57	It is unclear what inclusion truly means.	0.02	0	-0.55	-1
***14**	It is impossible to modify most lessons and materials in a mainstream classroom to truly meet the needs of all students.	-0.03	0	-1.46	-4
26	Students exhibiting challenging behaviour are the hardest to include.	-0.11	-1	-0.67	-2
***5**	Children with SEN should not be included if their presence has a negative impact on other students.	-0.11	-1	-1.53	-5
***10**	Inclusion ensures students with additional needs can contribute to society in adult life.	-0.15	-1	1.01	3
***11**	Inclusion sounds good in theory but does not work well in practice.	-0.42	-1	-1.09	-3
***43**	The efforts required to include challenging students often outweigh the benefits.	-0.42	-1	-1.54	-5
***4**	If children are to have equal opportunities, then inclusive education is essential.	-0.49	-1	0.87	2
51	Increased inclusion leads to an increase in exclusions.	-0.6	-2	-1.13	-3
23	Increased inclusion has a negative impact on teacher retention.	-0.66	-2	-1.21	-4

***9**	Schools should adjust their systems so as to be able to meet the needs of all children.	-0.71	-2	0.85	2
***47**	Students with additional needs undermine a school's capacity to deliver effective education.	-0.72	-2	-1.72	-6
***25**	Inclusion is undermined by teachers' failure to use Learning Support Assistants effectively.	-0.89	-3	0.35	1
***35**	Inclusion is no more than dumping challenging students on teachers.	-0.94	-3	-1.71	-6
***3**	It is important for students' wellbeing and mental health that they are included in their local mainstream school.	-0.96	-3	1.04	4
***17**	Inclusion is a more efficient method for educating all learners than segregated schooling.	-1.5	-5	0.82	2
***16**	Inclusion should be a full-time experience with students with additional needs learning alongside their typically developing peers at all times.	-1.75	-5	0.12	0
***1**	It is every child's right to be educated in a mainstream setting.	-1.79	-5	0.97	3
***39**	The academisation of schools inhibits inclusion.	-1.84	-6	-0.75	-2
***2**	Mainstream schools should cater for all students.	-2.34	-6	0.96	3