CREAD Centre de recherche sur l'éducation, les apprentissages et la didactique

Heidi Harju-Luukkainen de la Nord University

Le 8 avril, de 10h15 à 11h30, nous recevrons à l'INSPÉ de Bretagne (site de Brest) et au CREAD la professeure Heidi Harju-Luukkainen de la Nord University (Norvège).

La professeure Heidi Harju-Luukkainen mène des recherches dans le domaine de la diversité et de l'inclusion en milieu scolaire et présentera des exemples d'expériences menées en Norvège et en Finlande, comme indiqué dans le résumé ci-dessous.

Le séminaire se déroulera en présentiel dans **l'amphithéâtre A21 de l'INSPE de Brest** et sera diffusé par visioconférence sur le site de Rennes.

Le séminaire se déroulera en langue anglaise.

Afin de faciliter l'organisation du séminaire à Brest et la diffusion à Rennes, nous vous remercions de bien vouloir vous inscrire via le lien : lien

Pour plus d'informations sur la professeure Heidi Harju-Luukkainen

Developing Inclusive Education: A Nordic Perspective From Policies to Practices

Heidi Harju-Luukkainen,
(University of Jyväskylä, Kokkola University Consortium Chydenius, Finland)
(Nord University, Norway)
(Southern Cross University, Australia)
Keywords: Inclusion, Policies, Practices
This presentation offers an overview of inclusive education through a Nordic lens, with a particular emphasis on Finnish educational policy and practice. It begins by situating Finland within the broader Nordic welfare model, where societal structures emphasize equity, well-being, and independence. Within this context, education functions not only as a right but as a tool to advance social cohesion and individual potential. Inclusive education, as understood in the Nordic tradition, is framed as a value-laden, systemic commitment to providing all learners, regardless of their background, ability, or need, access to common learning environments, resources, and curricula. The presentation traces the global evolution of inclusive education by reviewing pivotal policy documents. These frameworks have influenced national policies, but local enactments vary significantly due to differences in cultural, historical, and economic conditions. Inclusion is thus a highly contextualized endeavor. In Finland, inclusive education has gradually shifted from a focus on children with disabilities to a broader, more holistic approach. Drawing on Bronfenbrenner's ecological systems theory, the presentation explores how inclusion must be understood as a multi-layered societal commitment, involving family, school, policy, and cultural attitudes. Global challenges are also discussed, including inadequate resources, teacher training gaps, rigid assessment practices, and infrastructure deficiencies. These obstacles often hinder the translation of inclusive ideals into classroom practice. The presentation synthesizes recent Finnish research (2021–2024), identifying four thematic strands. While Finland shows strong institutional support for inclusion, gaps persist, especially in evidence-based assessment of inclusive practices, teacher preparedness, and the integration of student and family perspectives. To address these challenges, the presentation highlights findings from two case studies on families with children diagnosed with ADHD. These studies reveal stark contrasts in family experiences, from well-coordinated support and knowledgeable teachers to inadequate recognition of emotional and social needs, poorly executed individual education plans, and insufficient collaboration between schools and families. The role of teacher attitudes, multi-professional teams, and school leadership is central to these narratives, underlining the importance of a relational and responsive approach to inclusion. Finally, the presentation introduces language-aware pedagogy as an innovative strategy to support inclusion, particularly in multilingual early childhood education and care settings. The LangPeda tool, developed and implemented across Finland and other countries, is presented as a scalable and research-informed model that helps educators assess linguistic environments, collaborate with families, and monitor language development. In conclusion, the presentation calls for a sustained, context-sensitive, and systemic commitment to inclusive education, encouraging participants to reflect on how they can promote inclusion in their own educational contexts.

Nous vous remercions par avance pour votre collaboration et vous encourageons à diffuser largement cette information au sein de vos réseaux.