


# INCLUSIVE EDUCATION FOR CHILD'S SUCCESS

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*The Trialogical  
Learning  
Approach*

*The Rete  
Dialogues  
Network*

*Summary*

 **Rete Dialogues** : a professional Learning Community for Inclusive Education within the Framework of UN 2030 Agenda

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An aerial photograph of a university campus. In the foreground, there's a paved area with a blue sign that says 'B1'. To the left, there's a green tennis court and a brick building. In the background, there's a large brick structure, possibly a stadium or arena, and a street with cars and a bus. A large blue circle is overlaid on the center of the image, containing text.

## Summary

1) network presentation, principles and ways of working

2) a meaningful project, video: *Dialogues in the square*

3) unravelling the *Dialogues in the square* project as an example of inclusive teaching learning strategies through a *trialogical approach*



## Rete Dialogues

### ***CONTENTS AND OBJECTIVES***

#### ***Global citizenship Education***

- **Interreligious and intercultural dialogue**
- **Meaningful use of technologies**
- **Environmental education**
- **UN 2030 Agenda**

**Map**

**How the  
Rete  
Dialogues  
Network  
works**

**Numbers**

## Regions and schools



# ***Rete Dialogues' principles & perspectives***

- prioritise releasing *teachers' agency* through *cooperation* and direct engagement
- create *cultural and communal support* structures to help teachers in developing a collective identity
- advance *equity, respect, participation*, opportunities for learning and development, to fight inequalities and implement inclusiveness
- enhance *collective capacity* among teachers and students valuing consistency between teacher professional development and teaching,
- enhance *intergenerational learning* engaging students of different ages, teachers, parents etc
- develop innovative collective practice that support the teaching of *critical thinking*
- develop innovative approaches to effective and inclusive learning such as *triological learning approach*



***The "Rete Dialogues" network in numbers***

30 schools  
> 3000 teachers  
> 250.000 students

***Directly involved every year***  
> 500 teachers - professional development

> 100 teachers - Action-Research

***Teacher trainers***

> 40



## *The Trialogical Learning Approach*

**In trialogical learning, the focus is not just on learners nor just on social processes or dialogues but also on a third element, that is, on jointly developed “objects” (knowledge artefacts, mprocesses or practices) meant for some later use (Paavola & Hakkarainen 2005; 2009).**

*Trialogical principles*

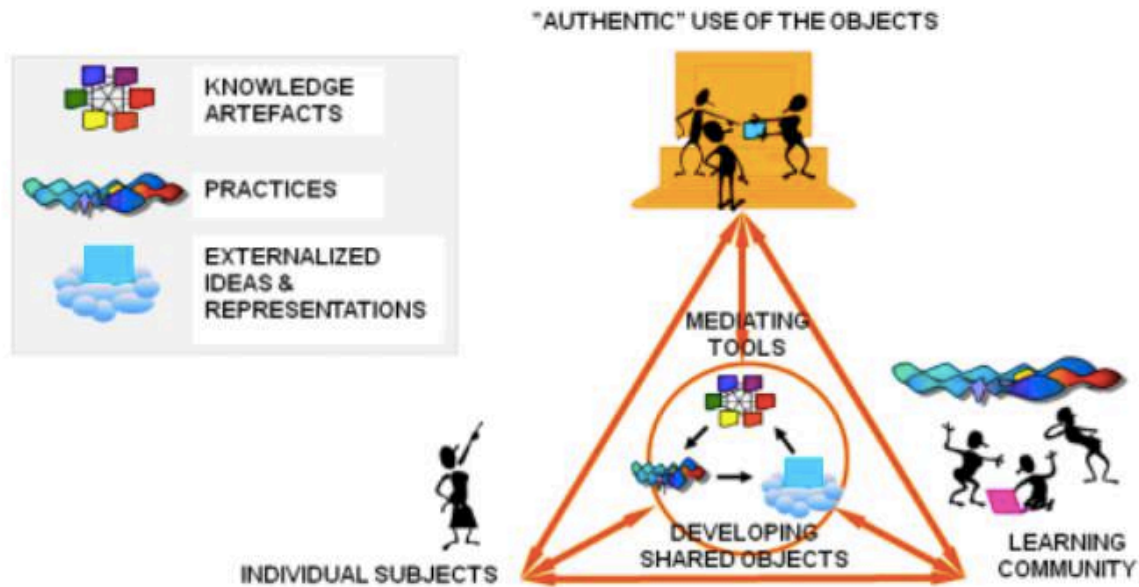
*Trialogical illustration*

## **TRIALOGICAL LEARNING APPROACH: PRINCIPLES**

- 1. Organize trialogical activity around *shared objects***
- 2. *Interaction* between personal and social levels of activity**
- 3. Fostering *long-term processes of knowledge* advancement**
- 4. Development through *transformation and reflection***
- 5. Eliciting (individual and collective) *agency***
- 6. *Flexible tool mediation* for trialogical activity**

**Paavola & Hakkarainen (2009)**





*Figure 1. An illustration of the triological approach on learning presenting its basic elements (Paavola & Hakkarainen 2009).*

