

SERA 2015 Conference strand (theme): **Professional and Vocational Learning**

Collaboration between regular and special teachers in inclusive settings:

Interrelationships between research, practice, and teacher education.

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An ongoing school reform in Switzerland promotes more inclusive models of service provision for students with special educational needs (SEN). Hence, teachers are faced with the challenge of collaboration, often in the form of co-teaching (Friend & Bursuck, 2009). Our presentation aims at illustrating how applied and basic research can inform teacher continued education initiatives supporting the implementation of such practices. It will be based on the one hand on collaborative action research results (applied research on the school-level), and on the other hand, on the results of a Swiss national science foundation (SNF) project studying teacher collaboration and its effects on teacher and student outcomes (basic research on the interregional level; Bonvin, 2011). After summarizing preliminary research results (evaluation of inclusive school projects; Bonvin et al., in press), the SNF research design and its main results will be presented (Valls, Schürch, & Bonvin, 2015). The latter show a certain degree of teacher dissatisfaction with co-teaching practices, which contrasts with political injunctions as well as with the professional literature promoting co-teaching (Friend & Bursuck, 2009). However, they also show positive effects of co-teaching on the achievement of SEN students in French and on the attitude toward school of all pupils. Contradictions and complementarities between the political agenda, co-teaching as experienced in the field, and research results will be discussed. Our conclusion will focus on the way teacher (continued) education initiatives may take such applied and basic research results into account in order to optimize the dialogue between research and practice in the implementation of more inclusive and collaborative service provision models.

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