EMPOWERING EDUCATION: A SYSTEMATIC REVIEW OF LITERATURE WHICH

ENCOURAGES STUDENT LEARNING THROUGH INCLUSIVE PRAXIS

by

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ABSTRACT

The term *Inclusive education* may be used to describe education, in which stakeholders actively choose to create inclusive learning environments for students. By its very nature, inclusive education provides opportunities for learners who have previously been marginalized or excluded to be included in mainstream education (Atkins, 2016; Graham & Slee, 2008). Since the Middle Ages, inclusive education has been evolving into what it is today (Winzer, 2006). In this journey of evolving pedagogy has inclusive education reached its full potential? Although inclusive education may be widely accepted and implemented in theory, has inclusive education transcended from theory into practice? This study is a systematic literature review of inclusive education, as it relates to invitational education, academic care and strengths-based programming. The purpose of this study is two-fold. One goal is to review current literature which supports inclusive educational praxis, in addition to invitational education, ethic of care and strengths-based programming. The second goal of this study is to transform theory into practice. A tool was created to facilitate strengths-based programming which creates invitational learning opportunities, assists in effectively communicating care for students and stakeholders and supports inclusive student programming.

Keywords: inclusive praxis, invitational education, educational care, strengths-based programming