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Ugandan Teachers Epistemological Beliefs and Child-Led Research: Implications for Developing Inclusive Educational Practice

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ABSTRACT

There is a complementarity between Uganda's aim for 'education for all' and the pedagogy indicated as underpinning Uganda's child-focused thematic curriculum. However, child-focused pedagogies are rare. The case is made that child-led research is an appropriate model for developing inclusive classroom practice. This research is the first to consider the relationship between Ugandan teachers' epistemological beliefs and child-led research. The findings from questionnaire responses of 187 teachers and educators challenge the argument that Ugandan teachers' epistemological beliefs are the primary barrier to implementing child-focused pedagogies and indicate that a child-led research initiative would complement the epistemological beliefs of many teachers and offer a potential model for an inclusive pedagogical approach.

KEYWORDS: [Teachers' epistemological beliefs](#) [Ugandan curriculum](#) [child-led research](#) [inclusive education](#) [thematic curriculum](#) [special educational needs](#) [happiness](#) [social constructivist pedagogy](#)

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