# ABSTRACT

In order to explore the way in which pedagogical practices are identified as being inclusive and might appear as they are used by teachers in Montessori settings, this instrumental case study is focused on finding nine inclusive pedagogical practices. The identified practices were clustered according to the themes of promoting collaboration, access to the curriculum and the recognition and acceptance of learners. Using direct observation in classrooms and individual teacher interviews as data collection methods, four teachers in Montessori primary classrooms were the main participants in this study. A combination of deductive and inductive methods was used to analyse the data. This study is set within a theoretical framework that includes Florian and Black-Hawkins' rights-based interpretation of inclusive education in the management of a variety of learning needs among learners. The study also examines the relationship between the Montessori Method and inclusive pedagogical practices found in order to understand the extent to which the Montessori Method had an influence on the practices. The findings of this study indicate that elements such as the classroom setup, multi-age groupings and a strong focus on the individual learner had some influence on the inclusivity of the pedagogical practices observed.

**Keywords:** inclusive education, inclusive pedagogy, inclusive practices, Montessori.