

The importance of trust-based relationships for the facilitation of collaboration between educational professionals is well recognised. Action research methodology also relies on collaborative relationships between its participants to achieve its emancipatory goals. This study discusses an understanding of inclusion related to a social model of disability and considers the interplay between action research and the process of inclusion. The factors that both facilitate and inhibit trust-based relationships between action research participants are examined. Using a qualitative approach the study's aims are to deepen understanding of how trust-based relationships facilitate collaboration and problem solving.