

**Inclusive education is  
a multi-faceted concept**



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## Why inclusive education?

- ⊕ Segregation of students with special needs is a violation of their human rights

## Why inclusive education?

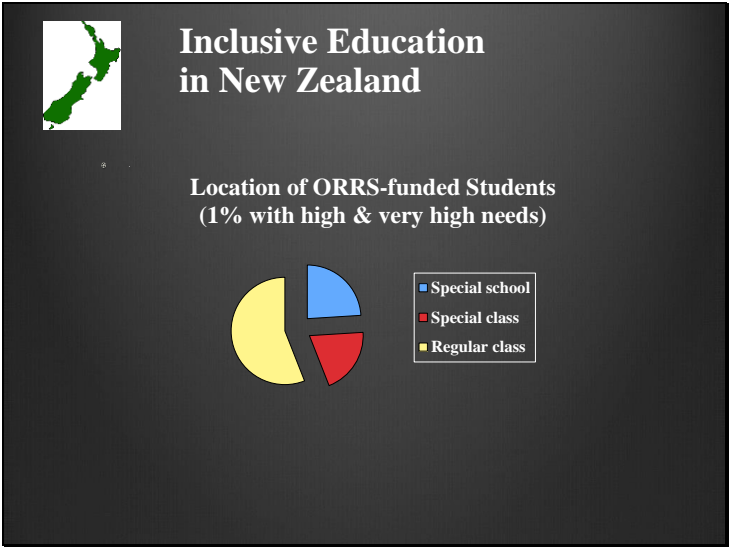
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- ✦ Inclusive education contributes to a democratic society

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- ⊕ No clear demarcation between students with and without disabilities
- ⊕ Intergroup Contact Theory (Gordon Allport): contact between members of different groups can work to reduce prejudice and intergroup conflict



Explain ORS (1%)

## Diapozitiv 7



### Inclusive Education in New Zealand

**BUT**  
In 2010, the Education Review Office found:  
*50% of schools had mostly inclusive practices*  
*30% had some inclusive practices*  
*20% had few inclusive practices*

1. ethical standards and leadership that build the culture of an inclusive school,
2. well-organised systems, effective teamwork and constructive relationships that support the inclusion of students with high needs,
3. innovative and flexible practices to manage the complex challenges of including students with high needs.

Explain ORS (1%)

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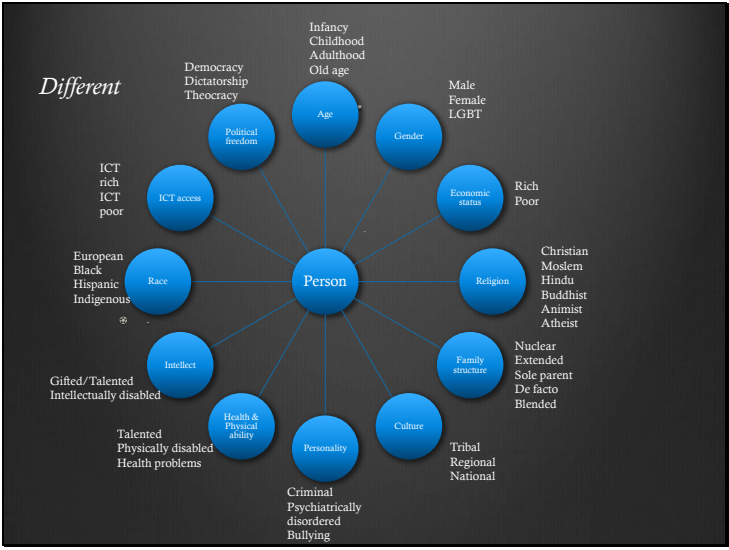


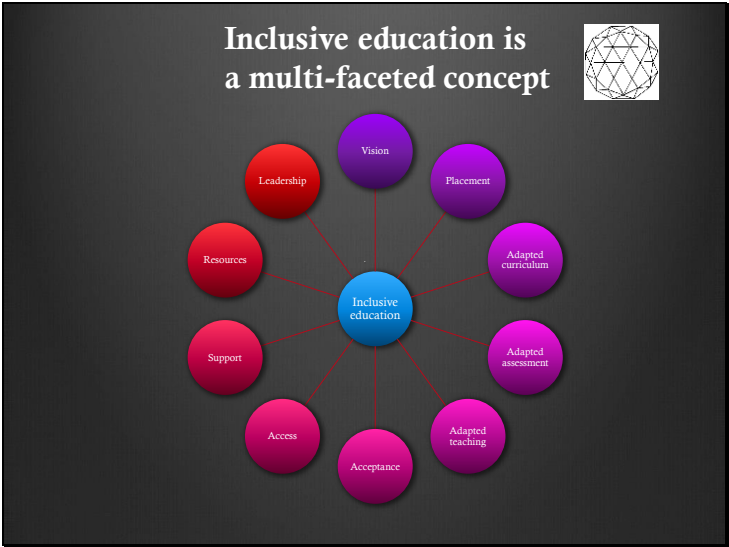
The Magic Formula

$$IE = P+V+5As+S+R+L$$



Diapozitiv 9





Inclusive education is  
a multi-faceted concept  
**Placement**



*Criterion*

All learners with special education needs are educated in age-appropriate classes in their neighbourhood schools, regardless of their ability.

*Indicators*

- ⊗ All learners with special educational needs attend their neighbourhood school.
- ⊗ They are placed in age-appropriate classes.
- ⊗ They are withdrawn for additional assistance no more frequently than other learners in the class.

*NZ*

Social promotion

Illegal to discriminate

## Inclusive education is a multi-faceted concept *Vision*



### *Criterion*

Educators at all levels of the system are committed to the underlying philosophy of inclusive education and express a vision for inclusive education in legislation, regulations and policy documents.

### *Indicators*

- ⊗ The principal/head teacher of the school consistently expresses a commitment to inclusive education.
- ⊗ Other senior members of the school leadership are committed to inclusive education.
- ⊗ The school's board/governing body is committed to inclusive education.
- ⊗ The national/ regional/ local bodies responsible for education are committed to inclusive education.

### *NZ*

- Education Act 1989
- National curriculum
- Ministry of Education: all schools to be fully inclusive by 2015

**Inclusive education is  
a multi-faceted concept**  
**Adapted curriculum**



*Criterion*

The standard curriculum is adapted or modified so that it suits the abilities and interests of all learners. In the case of learners with special educational needs, this means the curriculum content is differentiated so as to be age-appropriate, but pitched at a developmentally appropriate level.

*Indicators*

- ⊗ The curriculum is broadly similar for all learners (i.e., there is not a separate curriculum for learners with special needs).
- ⊗ The curriculum is adapted to take account of the abilities and interests of different groups of learners.
- ⊗ The principles of Universal Design are employed in the development of curricula.

*NZ*

National Curriculum is inclusive and follows principles of Universal Design.  
Teachers expected to teach different levels of the curriculum in the same classroom.

## Inclusive education is a multi-faceted concept **Adapted assessment**



### *Criterion*

The content of assessment reflects any adaptations to the curriculum. As well, the means of assessment is adapted to take account of the abilities of all learners. Assessment of learners with special educational needs results in individual educational plans.

### *Indicators*

- ⊗ The content of assessment tasks reflects any adaptations made to the curriculum.
- ⊗ Assessment tasks take account of the abilities of all learners. For example, a blind learner is assessed via Braille or orally, a deaf learner via sign language, etc.
- ⊗ Learners with special educational needs have individual educational plans, which form the basis of their assessment.

### *NZ*

- Most learners with special education needs will be able to progress and achieve in relation to National Standards
- Some may be working at Level One of *The New Zealand Curriculum*
- Mostly a non-categorical approach, with identification of learners with high and very high needs
- No IQ testing

**Inclusive education is  
a multi-faceted concept**  
**Adapted teaching**



*Criterion*

As appropriate to the composition of classes and the needs of individual learners, the teaching strategies described by Mitchell (2014) or in comparable texts are adopted.

*Indicators*

- ⊗ A substantial number of the classroom focused teaching strategies outlined by Mitchell (2014) or in comparable texts are utilized, where appropriate.
- ⊗ Teachers utilize data on learner outcomes to design and evaluate their teaching strategies.

*NZ*

ITE and resource teacher education programmes in some universities use Mitchell's book

## Inclusive education is a multi-faceted concept

### Acceptance



#### *Criterion*

The education system and the school recognize the right of learners with special educational needs to be educated in general education classrooms, to receive equitable resourcing and to be accepted socially and emotionally.

#### *Indicators*

- ⊗ The school board/governing body recognize the rights of learners with special educational needs to inclusive education.
- ⊗ The national/ regional/ local bodies responsible for education recognize the rights of learners with special educational needs to inclusive education.
- ⊗ The principal/head teacher and other staff members recognize the rights of learners with special educational needs to inclusive education.
- ⊗ The school accepts individual learners with special educational needs socially and emotionally.

#### *NZ*

Ratified the UN Convention on the Rights of Persons with Disabilities  
Resources follow the child, irrespective of placement



## Inclusive education is a multi-faceted concept



### Access

#### *Criterion*

Adequate physical access to and within classrooms is provided, with such features as ramps and lifts, adapted toilets, doorways that are sufficiently wide to take wheelchairs, and adequate space for wheelchairs to be manoeuvred in classrooms. As well, the design and arrangement of furniture, acoustics, lighting, temperature, and ventilation take account of individual learners' needs.

#### *Indicators*

- ⊗ The school has adequate physical access features to accommodate people with physical disabilities and visual impairments (e.g., ramps, adapted toilets, adapted playground equipment, and accessible footpaths/sidewalks).
- ⊗ Interior design includes doorways sufficiently wide to accommodate wheelchairs and desks/tables that can be adjusted to suit the needs of learners with physical disabilities
- ⊗ Classrooms have appropriate lighting, acoustics, temperature and air quality.

## Inclusive education is a multi-faceted concept

### Support



#### *Criterion*

A team of professionals provides adequate and appropriate support for teachers. Ideally, this team consists of (a) a general educator, receiving advice and guidance from (b) a specialist adviser, access to (c) appropriate therapists and other professionals (e.g., psychologists, hearing advisers, social workers, physiotherapists, speech and language therapists, and occupational therapists), and (d) assistant teachers/ paraprofessionals, learning support assistants, or teacher aides. The composition of such teams varies according to the needs of the particular learners. Teams should receive appropriate training to carry out their responsibilities. The school should adopt a response to intervention model.

⊗

#### *Indicators*

- ⊗ Teachers have access to specialist adviser(s), appropriate therapists and other professionals (e.g., psychologists, hearing advisers, social workers, physiotherapists, speech and language therapists, and occupational therapists), and assistant teachers/ paraprofessionals/ teacher aides.
- ⊗ Team members receive training to engage in collaborative arrangements.
- ⊗ The school implements a response to intervention model.

#### *NZ*

Access to full range of specialists and teacher aides  
Beginning to adopt RTI model

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**Resources**



*Criterion*

Adequate and appropriate equipment and appropriate levels of staffing are provided.

*Indicators*

- ⊗ The national/regional/local education system makes available to the school sufficient resources for it to meet its inclusive education obligations.
- ⊗ The school board/governors ensures that resources are delivered to the school and are utilised for the purposes for which they are intended.
- ⊗ The school managers ensure that sufficient resources (material and personnel) are available at the classroom level.

*NZ*

Good level of access to material and personnel resources – with caveats!

## Inclusive education is a multi-faceted concept **Leadership**



### *Criterion*

Those who are in leadership positions show a strong commitment to accepting and celebrating diversity, a sensitivity to cultural issues, and set high, but realistic, standards.

### *Indicators*

- ⊗ The principal/head teacher of the school consistently expresses a commitment to inclusive education.
- ⊗ Other senior members of the school leadership are committed to inclusive education.
- ⊗ The school's board/governing body is committed to inclusive education.
- ⊗ The national/ regional/ local bodies responsible for education are committed to inclusive education.


### *NZ*

High levels of leadership at national and regional levels

Principals and school leaders vary in commitment

University personnel committed to inclusive education

**Inclusive education is a multi-faceted concept**



<b>Vision</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Placement</b>	No	Yes	Yes	Yes	Yes	Yes
<b>Support</b>	No	No	Yes	Yes	Yes	Yes
<b>Resources</b>	No	No	No	Yes	Yes	Yes
<b>Leadership</b>	No	No	No	No	Yes	Yes
<b>5As</b>	No	No	No	No	No	Yes
	Good intentions No action	Irresponsible inclusion	Limited commitment	Rudderless inclusion	Blocked at the classroom	Responsible inclusion

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### References

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Kept at home  
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Eugenics