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# *Inclusive Education and the Dream of Education for All*

*Developing learning and participation in schools*

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# Overview of presentation

- Why inclusion and EFA ?
  - What is inclusive education?
  - How can it be achieved?
  - Why is it difficult?
  - What can be done about the difficulties?
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**1989**

**UN Convention on the Rights of the Child**

**1990**

**World Conference on Education for All**

**1993**

**UN Standard Rules on the  
Equalisation of Opportunity for  
Persons with Disabilities**

**1994**

**UNESCO Salamanca Statement**

**2000**

**Dakar Framework for Action**

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# Why is EFA important?

- Education as a fundamental human right
  - Education is a development right
  - The role of schooling in achieving public and private human, economic and social development goals:
    - Social cohesion and inclusion
    - Security and safety
    - Prosperity
    - Subjective well-being
  - In the context of:
    - International competitiveness (of school systems and economies)
    - Globalisation and migration
    - New patterns of employment (and unemployment)
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# Why inclusion?

- All countries have children who are excluded and/or underachieve
  - There are long term economic and social consequences of exclusion and underachievement
  - Dealing with exclusion and underachievement is not only the right thing to do, it makes sound economic and social sense
  - Inclusive schools help to build inclusive societies
  - There has been real progress with inclusion, but many difficulties remain
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# EFA and inclusion

- Education for All will not be achieved without inclusion
  - Inclusion will not be achieved without EFA
  - Education is a fundamental human right
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“Inclusion can be understood as a move towards extending the scope of ‘ordinary’ schools so they can include a greater diversity of children”

(Clark, Dyson & Millward, 1995)

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# Inclusion: a definition

“process of increasing participation and decreasing exclusion from the culture, curricula and community of mainstream schools”

*Booth and Ainscow, 2002*

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# Inclusion

“Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, recreational, community and domestic activities that typify everyday society.”

(Inclusion International, 1996)

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# Normalisation

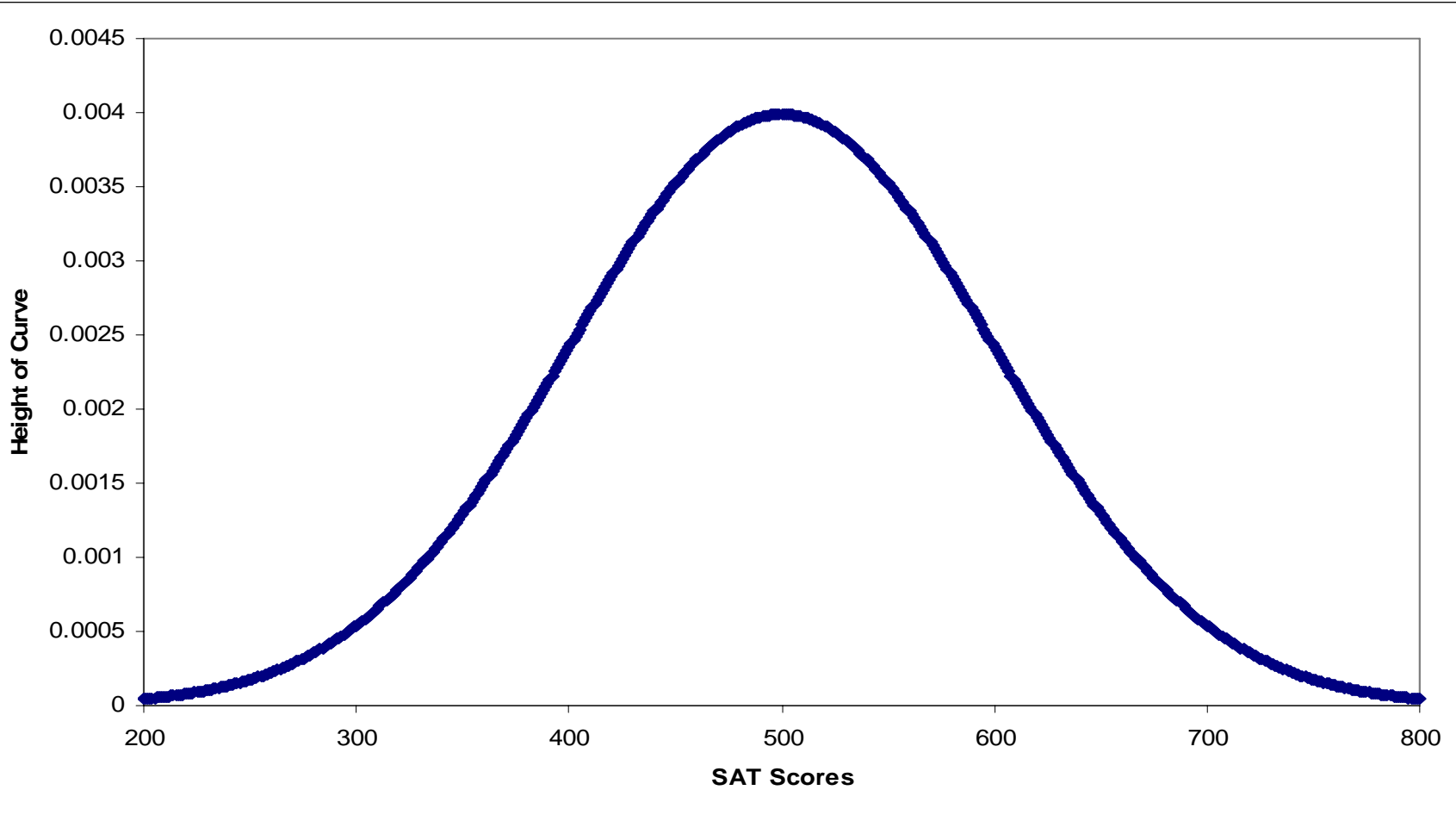
“making available to all persons with disabilities patterns of life and conditions of everyday living which are as close as possible to or indeed the same as the regular circumstances and ways of life of society”

Nirje

See Florian, L. (2007) *The Sage Handbook of Special Education* London: Sage

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# What is normal?



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How can inclusive education be achieved?

Features of Effective Inclusive Schools

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**Figure 1**

Source: Stoll, L. (1991). School effectiveness in action: Supporting growth in schools and classrooms.

In M. Ainscow (Ed.), Effective schools for all, (pp 68-91), London: David Fulton Publishers.

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# An Emphasis on Learning

## *Frequent monitoring of students*

- assessment for learning
  - records of achievement/profiling
  - combination of self-monitoring and teacher assessment
  - rapid explicit feedback
  - use of personal planners and target setting
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# An Emphasis on Learning

## *High expectations*

- integrating basis skills with higher order thinking skills
  - all teachers view themselves as teachers of basic skills
  - achievable expectations
  - maximising learning time
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# An Emphasis on Learning

## *Teaching and curriculum focus*

- progressive, meaningful and interesting curriculum
  - allows a variety of responses (not only writing)
  - activity-based sessions
  - 'authentic' experiences
  - variety of groupings and teaching strategies
  - clear explanations/instructions
  - questioning strategies such 'wait time'
  - pupils supporting pupils
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# An Emphasis on Learning

## *Teacher collegiality and development*

- good relationships
  - systematic, appropriate use of extra adults
  - sharing expertise
  - redefining the role of learning support
  - participation in professional development
  - teacher as researcher
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# Classroom Organisation & Management

- **collaborative group work/peer learning groups**
  - **pupil involvement in decision making and planning**
  - **support from other teachers, co-teaching, partnership teaching**
  - **flexible involvement of learning support assistants**
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# Curriculum Tasks & Activities

## Differentiation

- materials, text, worksheets
- alternative responses
- extra time
- different outcomes

Breaking down activity into small steps

Achievable expectations

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# Pedagogical Strategies

- co-operative learning strategies
  - peer-mediated instruction (peer tutoring, peer support)
  - collaborative teaching (team teaching, co-teaching, partnership teaching)
  - curriculum adaptations and modifications
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# Teaching Styles & Strategies

- **cognitive strategies, study skills and problem solving strategies**
  - **clear objectives shared with pupils (advanced organisers)**
  - **extra instruction (homework clubs, mentoring schemes)**
  - **checking for understanding**
  - **pace**
  - **use of practical/activity sessions**
  - **consult pupils and involve in planning and target setting**
  - **formative feedback**
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# Climate Conducive to Learning -

- relationships
  - praise
  - feedback
  - explicitly teaching social skills
  - knowledge of individuals
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# Why is it difficult?

1. disagreement about the viability of inclusive education as a model for meeting special educational needs
  2. not all forms of provision are inclusive
  3. other education policies which impinge on the development of inclusive schools
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# Arguments Against

- **It was the failure of mainstream education to accommodate students with SEN that led to the establishment of special needs education in the first place**
  - **Special needs education is an exclusive field of study supporting a profession and a body of knowledge**
  - **Abolishing special needs education as a separate system will result in a loss of resources, expertise and accountability**
  - **Inclusive education is not supported by empirical evidence**
  - **It will have a negative impact on other children**
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# Arguments For

- Acceptance by educators of ecological perspectives on disability which locates problems in the interaction of the person and his or her environment rather than the individual
  - Questions about the effectiveness of the current system of special education
  - The movement towards self-advocacy on the part of people with disabilities
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# Forms of Provisions in Mainstream Schools

- team teaching
  - support teaching in the classroom
  - non-teaching support in the classroom
  - withdrawal
  - additional tuition
  - full or part-time units
  - support services
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# Features of Educational Reforms

- choice
  - competition
  - privatisation
  - separation
  - decentralisation
  - prescription
  - surveillance
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# Tensions Between Educational Reform and the Development of Inclusive Special Education

equity	-	excellence
inclusion	-	exclusion
producers	-	consumers
choice	-	planning
entitlement	-	differentiation
Altruism	-	self-interest
Individual	-	group
Academic achievement	-	other outcomes

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# Sources of Conflicts

- Role Ambiguity
  - Role Conflict
  - Role Overload
  - Variable Team Development
  - Variable Team Commitment
  - Time Pressures
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# Who is responsible? National governments or other agencies?

- The role of:
    - International development agencies (World Bank, UNICEF, UNESCO, NGOs)
    - Local government
    - Local NGOs
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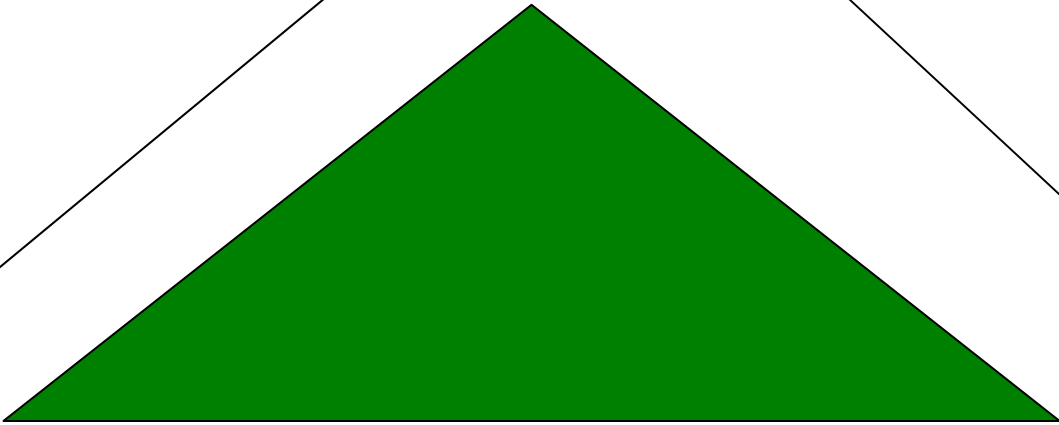
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# Inclusive Pedagogy

- Teachers' knowledge
  - Teachers' attitudes
  - Teachers' actions
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- KNOWING
  - BELIEVING
  - DOING
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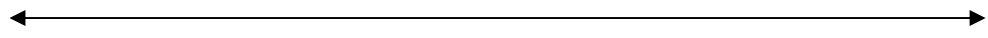
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**KNOWING**



**DOING**

**BELIEVING**



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# Inclusive pedagogy is based upon

- Understanding difference as part of the human condition
  - Understanding difficulties in learning as dilemmas for teaching
  - Learning new ways of working together
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# Ainscow's Conditions for Inclusion

- Effective leadership, not only by the head teacher but spread throughout the school
  - Involvement of staff, students and community in school policies and decisions
  - A commitment to collaborative planning
  - Effective co-ordination strategies
  - Attention to possible benefits of enquiry and reflection
  - A policy for staff development
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# A framework for participation and inclusion

- Participation and ACCESS: ‘being there’
- Participation and COLLABORATION: ‘learning and working together’
- Participation and DIVERSITY: ‘recognition, acceptance and belonging’
- Participation and ACHIEVEMENT: ‘everyone making progress’

Black-Hawkins, K., Florian, L. & Rouse, M. (2007) *Achievement and Inclusion in Schools* London: Routledge

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# What's really important?

“The true measure of a nation’s standing is how well it attends to its children - their health and safety, their material security, their education and socialization, and their sense of being loved, valued and included in the families and societies into which they are born.”

UNICEF (2007)

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