Mobilising School and Professional Engagement for Inclusive Education

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Over two inner city campuses

- Kelvin Grove campus
- Brisbane central business district
- Gardens Point campus
Hello from Brisbane, Australia!
Overview of Presentation

• Learning to be inclusive

• What is the difference between special education and inclusive education?

• Mobilising school & teachers and teaching for diversity

• Nationally Consistent Collection of Data on School Students with Disability (NCCD) – a strategy from Australia

• Embedding teacher researcher culture in schools
What is inclusive education?

Inclusive education is:

“...a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.”

(UN CRPD General Comment No. 4)
Learning from parents and students:  
How to be inclusive
Equity means ‘to each according to their needs’. It does NOT mean each gets the same.
Values Framework for Inclusive Education

• Challenge the status quo

• Respect for parents/community

• Relationships with Children
  • Respect
  • Care
  • Empathy
  • Expectations
  • Empowerment
  • Advocacy
  • Social justice

• Inclusive ways of working with staff and school community - collaborative/ democratic/ team work

• Learning from each other
An inclusive ethos: Respect for diversity

It is not our differences that divide us. It is our inability to recognise, accept and celebrate those differences.

Audre Lorde

Diversity in
Thinking styles
Language
Ethnicity
Perspectives
Experiences
Nationality
Culture
Skills
Interests
Gender
Physical skills
Sexual orientation
Age

to name a few....
Understanding the difference between Special Education and Inclusive Education:

Special Education

• Focus on disability
• Identify/diagnose deficit and disorder (use of medical language)
• Focus on treatment
• Often segregated placement
• Exclusion and marginalisation
Inclusion

• Focus on diversity
• Identify learning and social needs
• Learner focused
• Flexible curriculum and pedagogy to meet all students’ needs’
• High expectations for students
• Focus on support for learning
• Fair assessment
Defining inclusive education

(1) education needs to be non-discriminatory in terms of disability, culture and gender;

(2) it involves all students in a [local] community with no exceptions;

(3) students should have equal rights to access the culturally valued curriculum as full-time members of age appropriate regular classroom;

(4) there should be an emphasis on diversity rather than assimilation (Keith Ballard, 1997)

Above all, it is about a philosophy of acceptance where all people are valued and treated with respect (Carrington, 1999).
Understanding the difference between Special Education and Inclusive Education:

............... A human continuum activity
Not Inclusive Education/Special Education!!

- Special Education
- Inclusive Education
Planning and Teaching for Diversity
One approach to teaching will not catch all of the fish!
Meeting individual needs at a high cost.

Inclusive education programs for every child with learning needs is exhausting!
Inclusive Education requires a different approach to planning and teaching !!!
Collaboration Whole School Approach

Collaboration with Students
- All Students voice matters
- Student’s engagement
- Valuing others
- Respecting diversity
- Student researchers

Professional Learning Community
- Strong leadership & Commitment
- Sharing good practices
- New pedagogy & teaching skills (know-how) SBPD, Positive learning environment
- Resources and practical strategies

Enhancing Collaborative Discussions
- All stake holders voice matters
- Meaning full discussions
- Discussions Relevant & Applicable
- Reflective and discussions

Teacher Reflection & collaboration
- Observation of other teachers
- Exchanging new & effective ideas
- Sharing good practices

Collaboration within the Inclusive classroom
- Teaching assistants
- Teacher aids,
- Support staff
- Professionals
- Volunteers

Engaging Collaborative Inquiry
- Action Research
- Critical reflection
- Changing practice

Collaboration with the wider School community
- Council members (Atoll & islands)
- School Boards, PTA
- NGO, Government stake holders, Volunteers,

Collaboration with families
- Educators, Family & friends
- Other school community
- Continuous Education in school & home

Lorranan, T; Deppeler,J & Harvey, D (2011). Inclusive Education – Supporting Diversity in the classroom

By: Zaeema & Niana
COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEAR THE PATH FOR EVERYONE!
Universal Design for Learning

A research-based educational framework for:
✓ Curriculum design
✓ Instruction

➢ To increase access for ALL students

Proactive rather than reactive approach:
Not making adaptations when students fail.
UDL Methods

Key questions

• How will my students access the content of the lesson?

• How will my students engage in the lesson?

• How will my students demonstrate their knowledge and skills?
Three principles of Universal Design for Learning (UDL) Center for Applied Special Technology – (CAST)

- Provides multiple means of representation
- Provides multiple means of action and expression
- Provides multiple means of engagement
Different ways for students to access and interpret information

- Talking and listening
- Watching a video
- Using sign language
- Going on an excursion
- Playing a game
- Using technology
- Small groups
- Tutoring
- Connecting to student interests

Provide multiple means of representation
Provide multiple means of action and expression

Different ways to organise and respond to information

- Oral report
- Story telling
- Creating a poster
- Mural
- Play
- Using technology to communicate answers
- Group presentation
- A pre-recording
- Photographs
- Blog
- Power point
Different ways in how students engage

- Students access technology if they need it
- More time
- Adjusting for student interests or cultural issues
- Allowing students to work in different environments (inside/outside)
- Scaffolding the steps
- Working alone, with a peer or in a group
- Recording the lesson for later review
- Providing copies of Power points
Structured Teaching

**visual schedules:**

increased independence in transitioning 3 4 9 10 11 12

**work systems:**

increased task accuracy 1 6

**visual schedules & work systems**

: increased on-task behaviours 2 5 6 7 8

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Resources to support structured teaching


**Do you have students who...**
- appear confused?
- have meltdowns?
- annoy others?
- find it hard to transition?
- struggle to work independently?

**Sounds like you need Visual Schedules in your classroom!**

**What are Visual Schedules?**
- Visual Schedules are a visual representation of a **sequence of activities or events**.
- Visual Schedules tell students **WHERE** to be and **WHEN** to be there.

**Why use Visual Schedules?**
- Visual Schedules facilitate teaching and learning of **transition behaviours** and **on-task behaviours** for all students and have the potential to support engaging and meaningful learning in the classroom.

**Who are Visual Schedules suitable for?**
- Whole-class
- **Individualised** for one or more students

**When should I use Visual Schedules?**
- Sessions
- Activities/lessons
- Special events
- Lunch breaks
- Individual days/week/month/year

**How do I implement Visual Schedules?**
1. Assess your students’ needs
2. Design the schedule
3. Implement the schedule

**Teacher Professional Development**
Responding to Students as Learners

• Think about the curriculum/current unit of work: What skills and knowledge do students need to participate?

• What can students do without help? - use student strengths

• What can students do with guiding and prompts? - plan tasks, modify tasks, provide choice

• Who needs more help? Who needs extension?
## UDL Materials/ Resources

<table>
<thead>
<tr>
<th>Low-technology</th>
<th>High-technology</th>
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<tbody>
<tr>
<td>✔ Manipulatives</td>
<td>✔ Software applications</td>
</tr>
<tr>
<td>✔ Books</td>
<td>✔ Video demonstrations</td>
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<tr>
<td>✔ Calculators</td>
<td>✔ Animations</td>
</tr>
<tr>
<td>✔ Pictures, symbols</td>
<td>✔ Virtual visits</td>
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<tr>
<td>✔ Dictionary</td>
<td>✔ Reading pens</td>
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<tr>
<td>✔ CD</td>
<td>✔ Online dictionaries</td>
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<td>✔ Musical instruments</td>
<td>✔ Touch screens</td>
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<td>✔ Field trip</td>
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Flexible groupings

- Groupings should change during the day so that students have opportunities to work with all classmates and learn from peers.

- Students may be grouped according to the goal for the task, interests, needs or skills.
Supporting Diversity in the Classroom

• All students participate in relevant and meaningful work
• Students learning with age appropriate peers
• Success in learning is maximised
• High expectations
TIER 1
Universal school-wide systems of support and intervention

TIER 2
Intensive and individualised strategies and programs for students with significant needs

TIER 3
Short-term targeted class or small group strategies for selected at-risk students

Flexible means of representation, action and expression, engagement

Knowledge

Attitudes & Beliefs

Skill
Tiers of Support Resources

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

NCCD Portal
https://www.nccd.edu.au/

Resources and tools
https://www.nccd.edu.au/search-content?search_api_fulltext=aut
Embedding Teacher Researcher Culture in Schools

- Professional Learning Communities
- Leadership- Expectations about action research and inquiry
- Teachers doing their own research to improve their practice

- School research teams- sometimes with university support
  - Launch ideas and focus
  - Discuss research topics
  - Consider research tools
  - Analyse data
  - Present findings (Poster, Powerpoint)
Collaborative inquiry
- opens up personal, professional political dimensions

Planning
Reflecting
Observing
Acting
For long-term improvements, schools need to slow down

September 8, 2017 6:08am AEST

Australian schools, like those in other developed countries, are caught up in what has been called the “cult of speed”. This is largely driven by reporting of the national assessment program, NAPLAN, which is focused on whether there are improvements in test results from one year
How do you do Inclusion?

You don’t do it...
...you live it.
References


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Publications....