# Mobilising School and Professional Engagement for Inclusive Education

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CRICOS No. 00213J

Queensland University of Technology

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

EQUALITY

EQUITY

HIGH STANDARDS HIGH STANDARDS HIGH STANDARDS

HIGH STANDARDS GREAT TEACHING HIGH STANDARDS INDIVIDUAL SUPPORT GREAT TEACHING HIGH STANDARDS
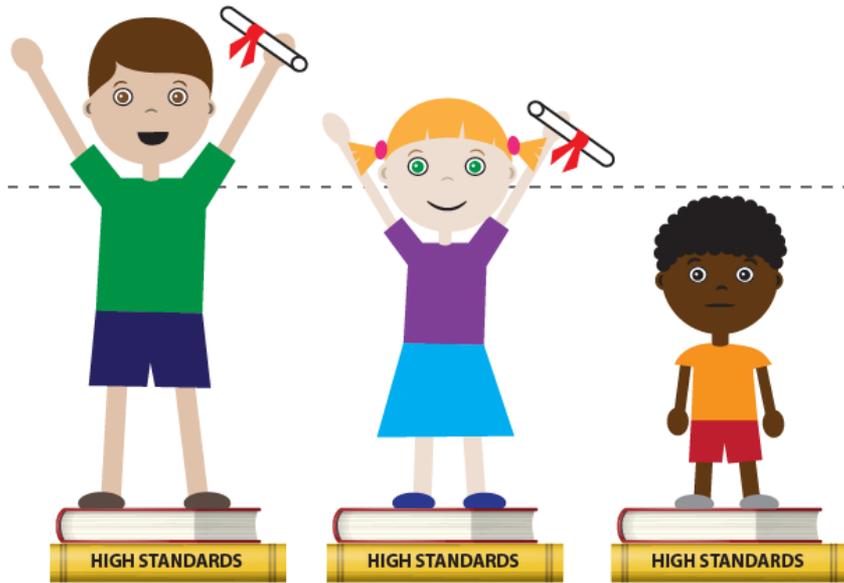
Equity means 'to each according to their needs'. It does NOT mean each gets the same.

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

**Inclusive Education**

Special Education

Not Inclusive Education/Special Education !!


- Special Education
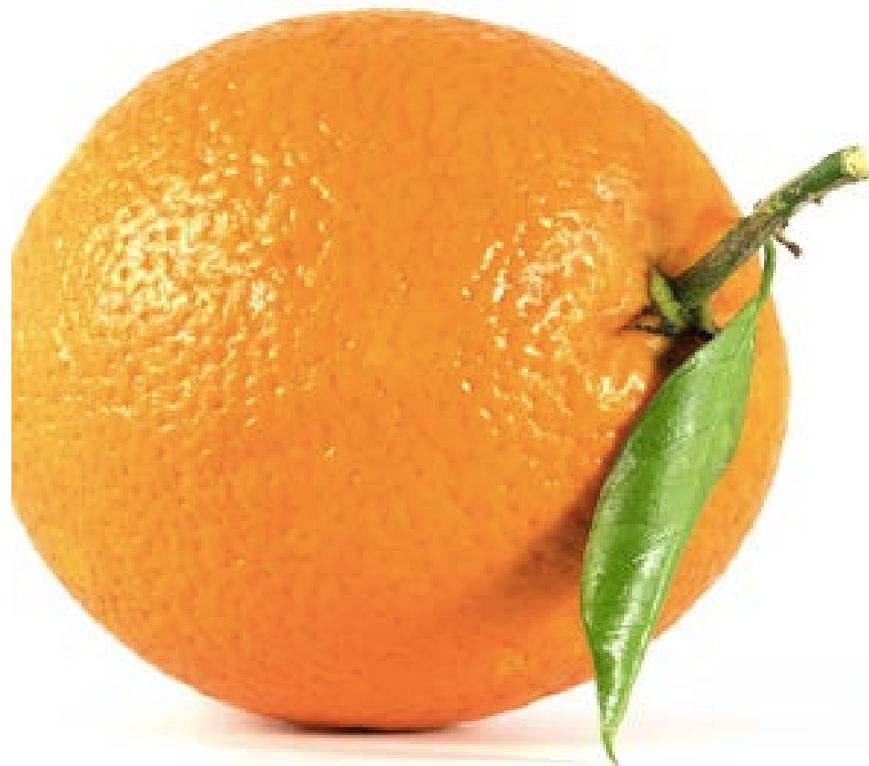
- Inclusive Education

Planning and Teaching for Diversity
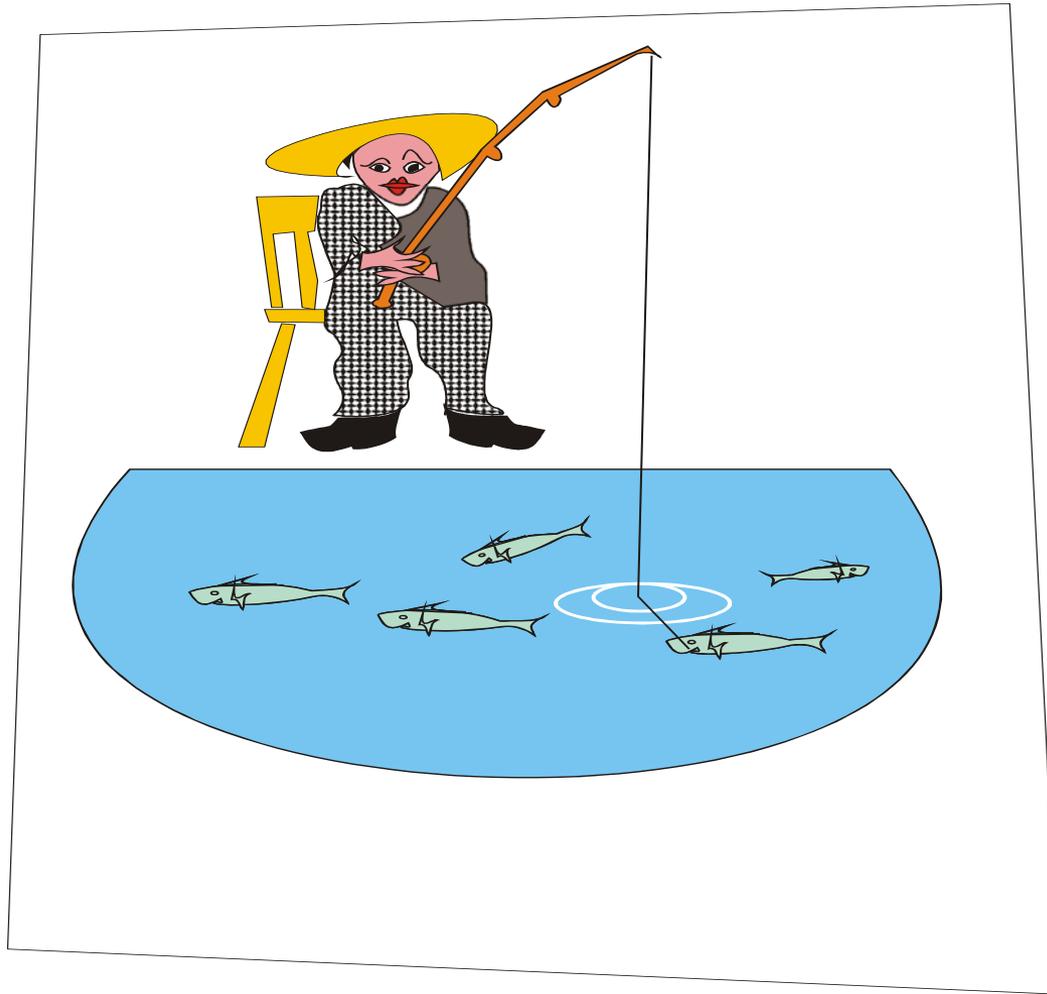
**One approach to teaching will not catch all of the fish!**
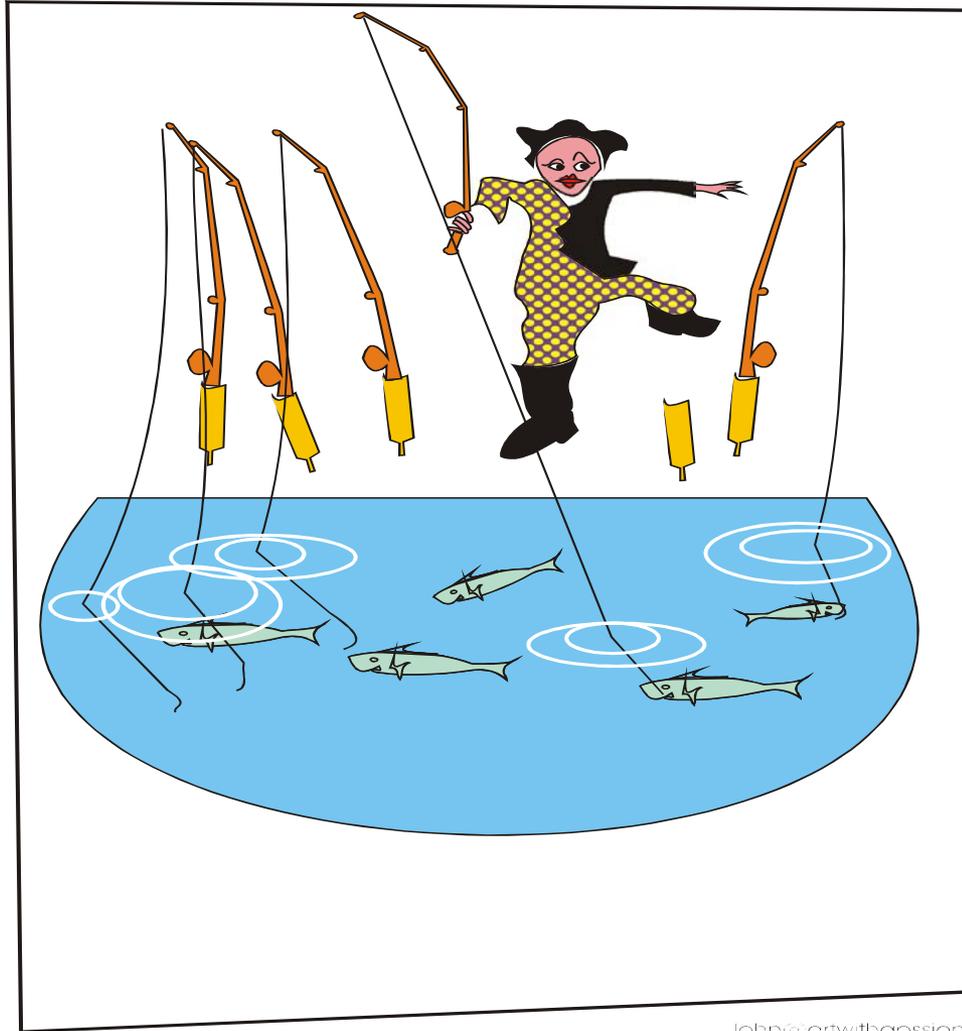
Inclusive education programs for every child with learning needs is exhausting!

Tinker at the edges
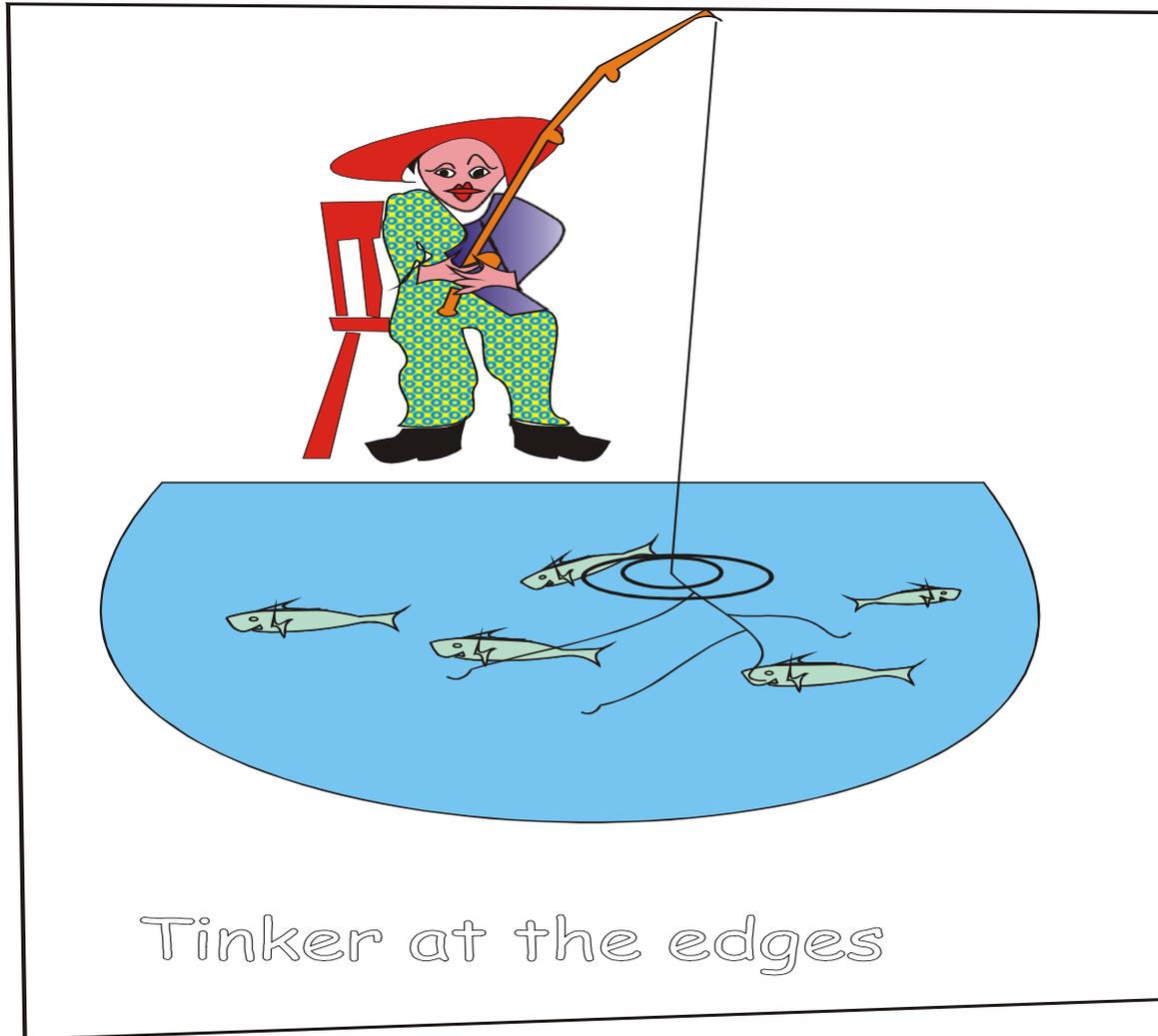
Inclusive Education requires a different approach to planning and teaching !!!

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 Whole School Approach

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

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

Engaging Collaborative Inquiry

Action Research
Critical reflection
Changing practice

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

Lorman, T, Deppeler,J & Harvey, D (2011). Inclusive Education – Supporting Diversity in the classroom   By: Zaeema & Naana

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Universal Design for Learning

A research-based educational framework for:

✓ Curriculum design

✓ Instruction

➢ To increase <u>access</u> 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)
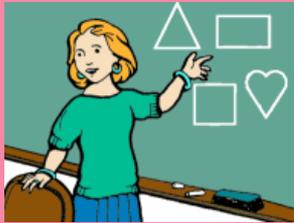
Provides multiple means of **representation**
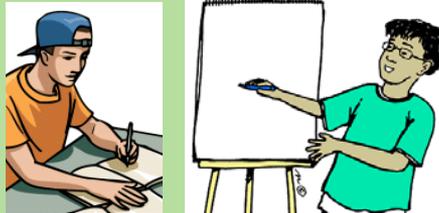
Provides multiple means of action and **expression**

Provides multiple means of **engagement**

AutismCRC

Provide multiple means of representation

Different ways for students to access and interpret information
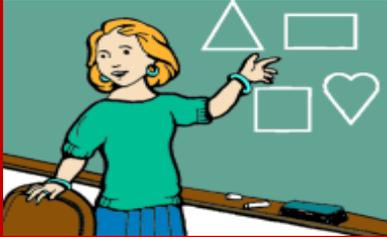
- Talking and listening
- Watching a video
- Using sign language
- Going on an excursion
- Playing a game
- Using technology
- Small groups
- Tutoring
- Connecting to student interests

Provide multiple means of 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

Provide multiple means of engagement

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]

[1]Bennett et al., 2011; [2]Bryan & Gast, 2000; [3]Cihak, 2011; [4]Dettmer et al., 2000; [5]Hall, 1995; [6]Hume et al., 2012 [7]Hume & Odom, 2007; [8]MacDuff et al., 1993; [9]Massey & Wheeler, 2000; [10]Mechling & Savidge, 2011; [11]Pierce et al., 2013; [12]Schmit et al., 2000

Resources to support structured teaching

- https://www.autismcrc.com.au/knowledge-centre/resource/structured-teaching

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

Low-technology

✓Manipulatives

✓Books

✓Calculators

✓Pictures, symbols

✓Dictionary

✓CD

✓Musical instruments

✓Field trip

High-technology

✓Software applications

✓Video demonstrations

✓Animations

✓Virtual visits

✓ Reading pens

✓Online dictionaries

✓Touch screens

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
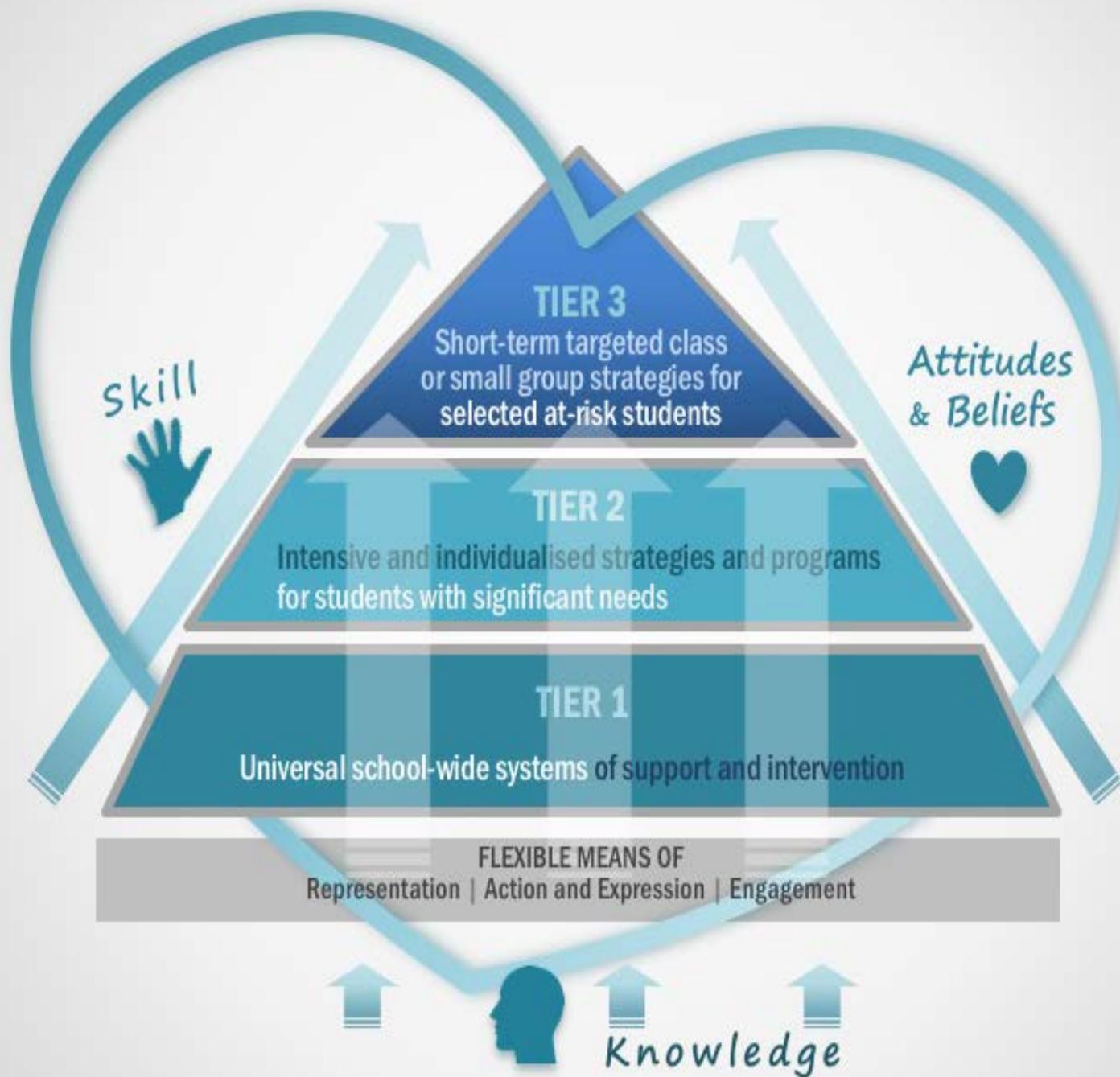
Tiers of Support Resources

https://www.autismcrc.com.au/knowledge-centre/resource/educational-needs-analysis

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

PROMOTING EQUITY IN SCHOOLS

Collaboration, Inquiry and Ethical Leadership

Jess Harris, Suzanne Carrington and Mel Ainscow with
Barbara Comber, Lisa Catherine Ehrich, Val Klenowski,
Judy Smeed, and Nerida Spina

Routledge

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
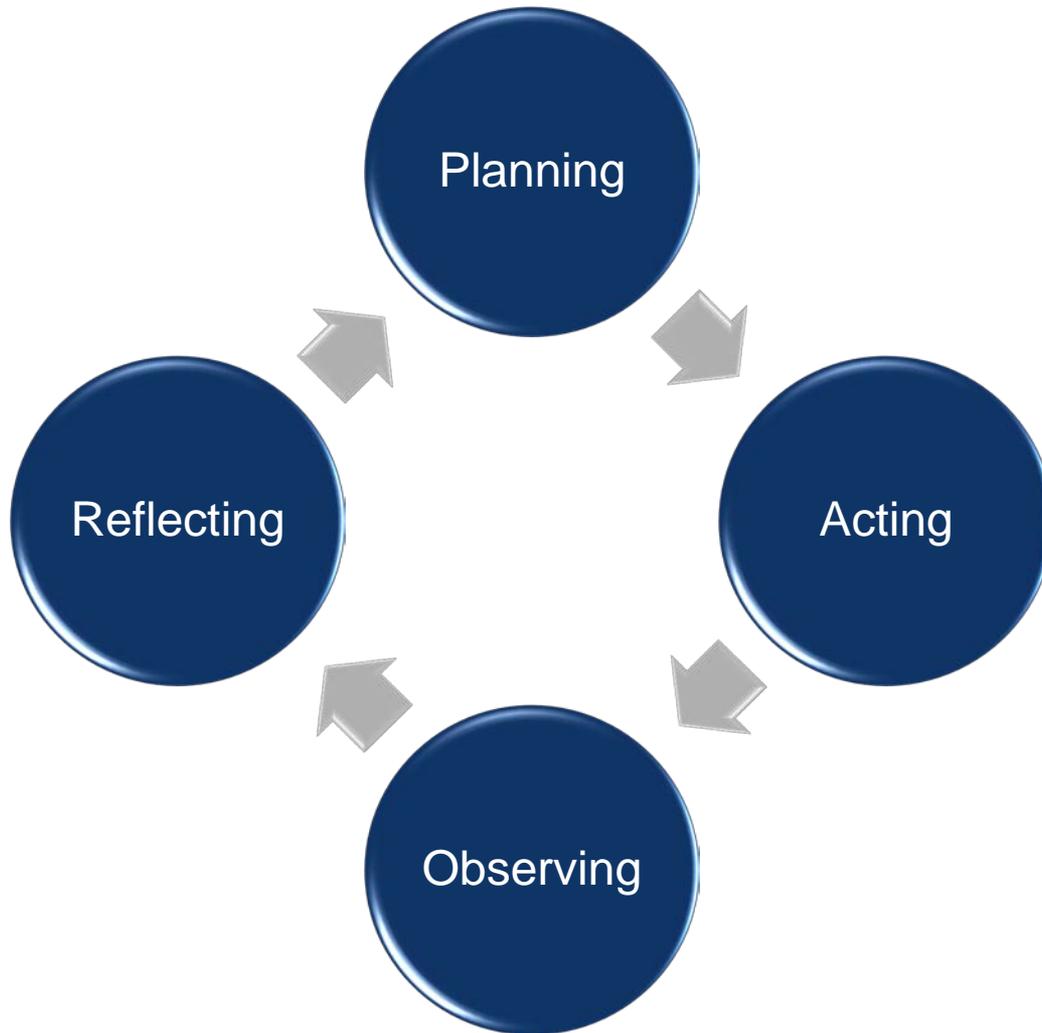
For long-term improvements, schools need to slow down

September 8, 2017 6.08am AEST

"Slow" movements promote concepts of mindfulness and a consideration of process as well as outcomes.

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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
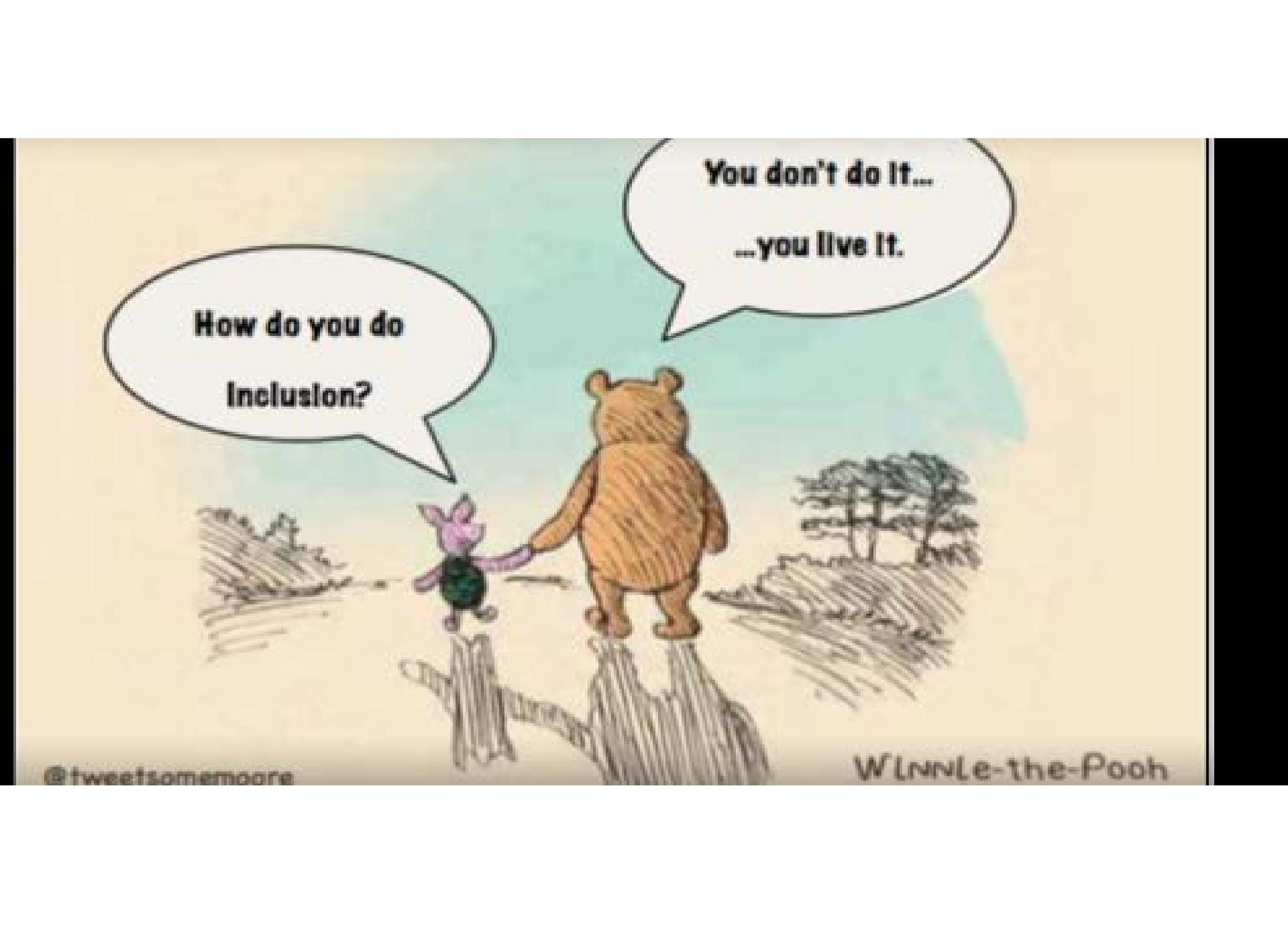
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Publications....

http://eprints.qut.edu.au/view/person/Carrington,_Suzanne.html