Inclusion in Education

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Catholic Educational Institutions and Inclusive Education: Transforming Spaces, Promoting Practices, Changing Minds

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Welcome!

"ต้อนรับและขอบคุณที่มาเข้าร่วมการบรรยายครับ"

(Welcome and thank you for attending this lecture)

"ฉันชื่อ Dr Dianne Chambers และฉันรู้สึกยินดีเป็นอย่างยิ่งที่ได้มาอยู่กับคุณในกรุงเทพฯ"

(My name is Dr Dianne Chambers, and I am pleased to be with you in Bangkok)
Inclusion in Education

**Background**
- Diversity and inclusion
- Legislation and Policy

**Attitudes and Beliefs**
- Exposure
- Training

**Practice**
- Strategies and tools
- Facilities

**Role of Teacher Training Institutions and Schools**
- Methods/Structure
- Considerations
Why Inclusive Education?

INCLUSIVE, GOOD QUALITY EDUCATION IS A FOUNDATION FOR DYNAMIC AND EQUITABLE SOCIETIES. —DESMOND TUTU

Equity vs Equality
Diversity and Inclusion

- Students with special educational needs (disabilities or learning difficulties)
- Different socio-economic background
- Racial minorities
- Asylum seekers, Refugees
- Language
- Mental health issues
Pope Francis – TedTalk 2017
One Body with Many Members

12 For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. 13 For in one Spirit we were all baptized into one body—Jews or Greeks, slaves[a] or free—and all were made to drink of one Spirit. 14 For the body does not consist of one member but of many...

...But God has so composed the body, giving greater honor to the part that lacked it, 25 that there may be no division in the body, but that the members may have the same care for one another. 26 If one member suffers, all suffer together; if one member is honored, all rejoice together.
“Christians have the duty to proclaim the Gospel without excluding anyone,” Pope Francis wrote in “Evangelii Gaudium.”

Luke (chapter 6) - Blessed are you who are poor….

Slee (2013) – How do we make inclusive education happen when exclusion is a political predisposition?
Examples of Educational Exclusion

A student may:

- Not have access to a textbook in their first language
- Never be called on to contribute
- Not see the board or hear the teacher
- Not learn to their potential without assistance
Difficulties in Definition

Unless a term has a tight conceptual focus, broad understandings will result in misconception with confused practices following.

Inclusivity has been described as “sharing”, “belonging”, “everyone in together” and “nobody segregated in society”.

Inclusivity is a psycho/social construct.

Society as a whole.

Definitions?

“Inclusivity is a way of life, a way of living together, based on a belief that each individual is valued and does belong” (Villa et al., 1995, p. 279).

“Inclusion is the act of engaging people with disabilities in all daily activities – at school, at work, at home and in the community”.

(Inclusion Network, 2006)
Inclusive Education

- Diverse children or youth, with or without disabilities, learning together with appropriate support.
- All students participate fully in the life/work of the classroom.
- This may mean different ways of supporting different students.
- Rights based philosophy.
- Different to concepts of ‘integration’ and ‘mainstreaming’.
Integration

Retrieved from:
Inclusion

Rights-Based Model of Inclusive Education

- **Social Justice basis.**
- Emphasis shift from dependence to independence.
- Stronger political advocates for the rights of those with disabilities, those who live in poverty and those from different cultures.
- Legislation to ensure the rights of all.
- Advocacy processes in place to protect and uphold these rights.
Three Imperatives

Moral  Social  Economic
Moral Imperative

“We have [a moral obligation] to stand up and speak on behalf of young people that nobody else will speak on behalf of, it could be immigrant youth, youth with disabilities, youth from impoverished backgrounds.”

(Dennis Shirley, 2017, para. 4)

“It is our moral obligation to give every child the best education possible.”

(Tutu & Van Roekel, 2010, para. 3).
“The application and practice of social justice cannot be divorced from the practice of inclusion, and any real attempt at implementing inclusive education must consider what it means to promote and practice a socially just society” (Shyman, 2015, p.351).

Inclusion in school is inclusion in society

“...Inclusive education is not only cost-efficient, but also cost effective, and equity is the way to excellence” (Reiser, 2012, p. 65).

OECD (1994) estimates that the average cost of putting students with special educational needs in segregated placements is seven to nine times higher than educating them in general classrooms.

Costs:
- Reduction of social welfare costs and future dependence;
- Increased potential productivity and wealth creation;
- Increased government revenue from taxation;
- Reduction of administrative and other overheads associated with special and regular education. (Lynch, 1994)
Bronfenbrenner’s Ecological Model

- **Macrosystem**
  - Policies
  - Economics
  - Culture

- **Exosystem**
  - Local community
  - Media
  - Social systems

- **Microsystem**
  - Catholic University/School
  - Family
  - Peers

- **Diverse Individual**
Legislation and Conventions

**International**

- UNESCO
  - Incheon Agreement 2030
The Salamanca Statement (1994) proclaimed that all children:

- **Have a fundamental right to education**, and
- **Have unique characteristics, interests, abilities and learning needs**, and should have Education systems that take into account this wide diversity.

(Adapted from the Salamanca statement, article 3)

The Dakar Framework (2000)

- the learning needs of all young people and adults are met through **equitable access** to appropriate learning and life-skills programmes
- **improving all aspects of the quality of education and ensuring excellence of all**

To promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Article 24: Education

States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- Enabling persons with disabilities to participate effectively in a free society.
The overarching goal of the post-2015 education agenda:

Towards inclusive and equitable quality education and lifelong learning for all by 2030
**Incheon Declaration: Sustainable Development Goal (SDG) 4 – Education 2030**

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<tr>
<th>Target</th>
<th>Goal</th>
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<tr>
<td>4.1</td>
<td>free, equitable and quality primary and secondary education</td>
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<td>4.2</td>
<td>access to quality early childhood development, care and pre-primary education so that they are ready for primary education</td>
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<td>4.3</td>
<td>ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</td>
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<td>4.4</td>
<td>substantially increase the number of youth and adults who have relevant skills, for employment, decent jobs and entrepreneurship</td>
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<td>4.5</td>
<td>eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable,</td>
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<td>4.6</td>
<td>ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</td>
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<td>4.7</td>
<td>ensure that all learners acquire the knowledge and skills needed to promote sustainable development</td>
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4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.
Examples of Specific Country-Based Legislation/Policy

- **Philippines**
  - DO 72, s. 2009 - Inclusive Education as Strategy for Increasing Participation Rate of Children (Republic of the Philippines, Department of Education, 2009)
  - Senate Bill No. 996 - Inclusive Education For Children And Youth With Special Needs Act of 2016

- **Australia**

- **India**
  - Right to Free and Compulsory Education Act (RTE; Ministry of Human Resource Development, 2009)

- **Korea**
  - Special Education Promotion Act (Ministry of Education, 2016)

- **Thailand**
  - The Persons with Disabilities Education Act B.E 2551 (King Bhumibol Adulyadej, 2008)
Local Cultural Considerations

- Perception of disability
  - i.e. Papua New Guinea: Disability is caused by witchcraft because of jealousy or to pay back for some wrongs done in the past by the family members of a person with disabilities

- Prior means of catering for people with disability

- Social system and supports available

- Family structures

- Services
Common Challenges

- Attitudes
- Expertise held with a limited few
- Knowledge of local conditions
- Lack of preparation to address diverse needs
  - Curriculum adaptation
  - Management of classrooms
  - Creativity

(Rose & Doveston, 2015)
Recent research (Muega, 2016) conducted in private schools in Quezon City, Metro Manila suggests:

- Teachers neither question nor resist the practice of inclusion in general education settings.
- Unsure whether their understanding of IE conforms to widely accepted definitions.
- Uncertainty whether their claimed practices are potent enough to be responsive to the requirements of high-level inclusive education.
- A lack of IE training among general education teachers.
Principles of Inclusive Education

- **Right to access** appropriate education
- **Participation & achievement** of ALL students.
- **Identification and removal of barriers**
- **Resources and services** to support IE
- **Collaboration** between all parties
- **Curriculum Modification** where necessary

ONGOING PROCESS

Macro + Exo + Micro
Addressing Challenges

- **Head**
  - Knowledge
  - Thinking

- **Heart**
  - Attitudes
  - Caring

- **Hands**
  - Skills
  - Actions
  - Creativity

Source: [www.ne.edu.sg](http://www.ne.edu.sg)

Parker Palmer (1983); Dennis Hollinger (1995)
Inclusive Teacher Education

- Increased accountability for ALL student outcomes (not only those who are high achievers or low achievers)
- Must be culturally appropriate
- Professional: (theory and concepts, reflective practitioner – the ‘head’)
- Personal: (positive attitude, building personal relationships – the ‘heart’)
- Practical: (using certain methods and creative activities – the ‘hands’)

Micro
Personal: Attitudes and Beliefs

Attitudes and beliefs play an important role in determining a person’s approach to interacting with students with a disability.

(Chambers & Forlin, 2010; Forlin & Chambers, 2011; Novak, Murray, Scheuermann & Murray, 2009)
Professional: Increasing Knowledge – Understanding

- Different abilities
- Different cultures
- Gender
- Language
- Confronting bias and inexperience
Modifying and adapting curriculum
Social skill development
Appropriate use of classroom spaces
Behaviour management skills
Working collaboratively with others
Facilitating peer interaction
Balancing resources
Incorporate a core curriculum addressing moral and social justice issues

Knowledge of difficulties faced by students from diverse backgrounds (including disability, culture, language, gender perspectives)

Expose participants to a range of environments and student needs in a reflective structure

Develop positive attitudes towards those with disability or difference

Provide practical tools (including assistive technology) to assist in including ALL students in the classroom.
Preparation Methods

- Stand-alone unit/s
- Service Learning
- Infusing content
- Experiential learning
- Incursions
After completing my experience my beliefs have changed significantly. I realised the extent to which children with disabilities are included in education. I look forward to teaching my own class and working with students who need help to be fully included (5).

I previously believed it would be more stressful as a teacher to have a student with a disability in the classroom. However, I now realise this does not have to be the case; it is all to do with the amount of planning and assistance you have or develop (8).
Catholic Schools – Regular classroom?

- Regular Students: 60%
- Gifted and Talented: 7%
- Learning Difficulties: 14%
- ASD, 0.25%: 1%
- Intellectual Disability: 1%
- Physical Disability: 6%
- Sensory Impairment: 1%
- Behaviour Concerns: 10%
Elements for an inclusive and learning-friendly classroom

- Family/Community involvement
- Group/collaborative work
- Child focused
- Related to real life (objects from home)
- Teacher has knowledge of different student needs
- Variety of needs catered
Inclusive Classroom – Looks like?

- Different for different activities/students
- Students are actively engaged
- Student-centred
- Students can make some choices
- Flexible assessments
- Learning is often in small groups/collaborative
- Social interaction is also important
- Students have some responsibility for creating the classroom environment
- ALL students are accepted and catered for
- Specialist teachers to support mainstream teachers
Final Thoughts

If we can empower our teachers to use all the tools at their disposal to understand (head), embrace (heart), and provide (hands) for students with diverse needs, inclusive education can become a reality in our Catholic institutions.
"ขอขอบคุณสําหรับการฟัง"

ขอขอบคุณ

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