Inclusive policies and practices: Ten necessary conditions

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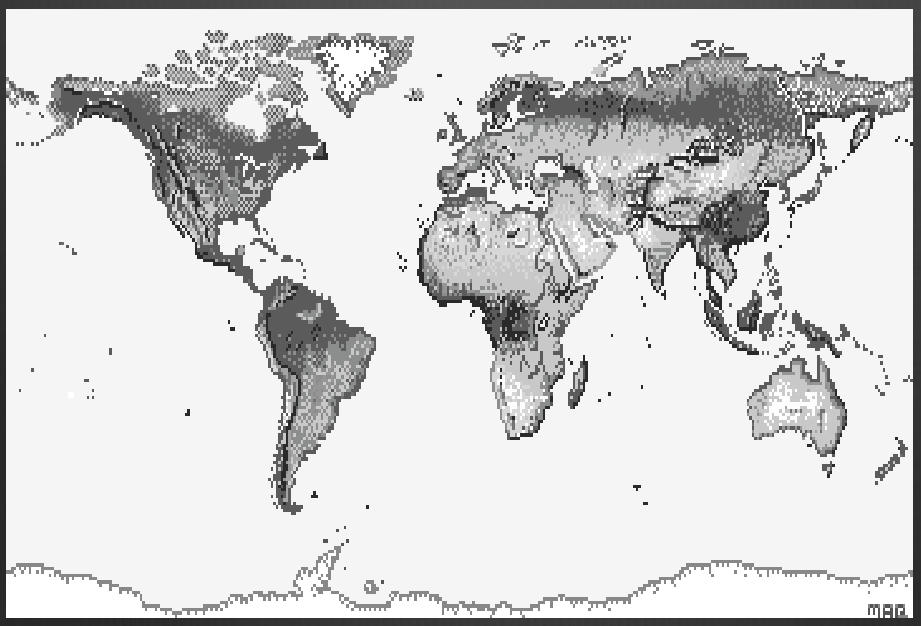
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2018

Where on Earth is New Zealand?





Mt Ngaruhoe



Castle Hill



Hokitika Gorge



Mt Cook/Aorangi
Southern Alps



Fiordland



Marlborough wine-growing area



Christchurch Earthquake
22 February 2011



UN Convention on the Rights of Persons with Disabilities: Article 24

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

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, …

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential….

2. In realizing this right, States Parties shall ensure that:

a) Persons with disabilities are … are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

b) Persons with disabilities can access an **inclusive**, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

c) Reasonable accommodation of the individual's requirements is provided;

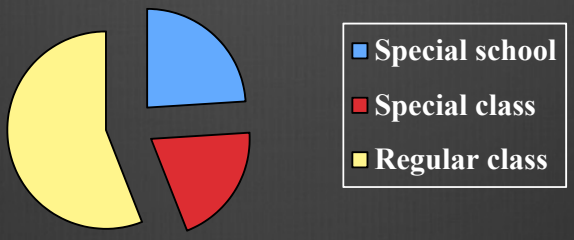
d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of **full inclusion**.



Inclusive Education in New Zealand

Location of ORRS-funded Students (1% with high & very high needs)





Inclusive Education in New Zealand

BUT

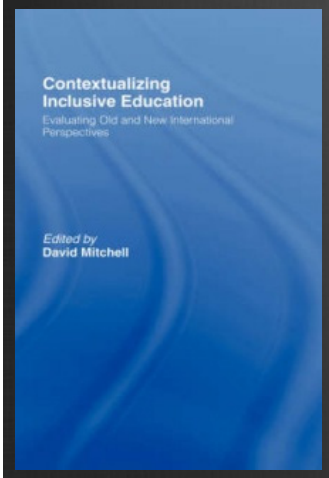
In 2010, the Education Review Office found:

50% of schools had mostly inclusive practices

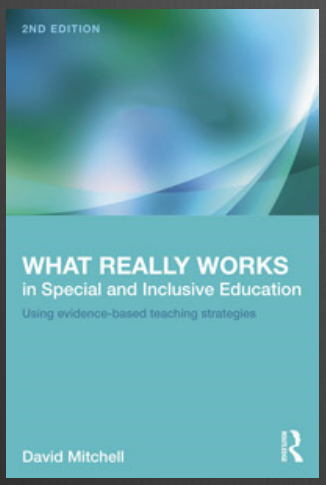
30% had some inclusive practices

20% had few inclusive practices

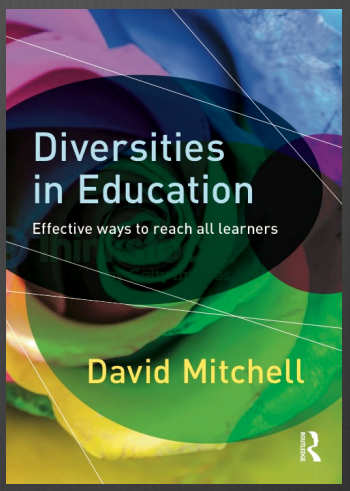
Inclusive education is a multi-faceted concept



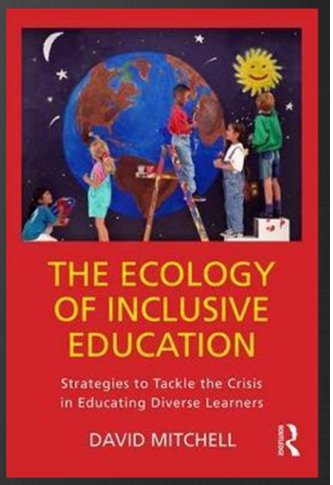
2005/09



2008/14

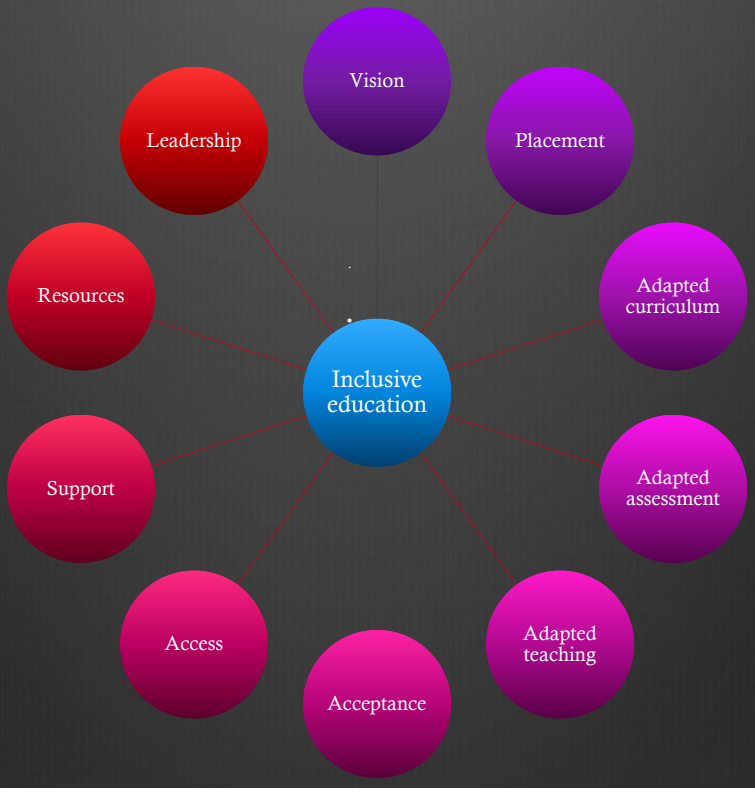


2017

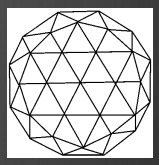


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Inclusive education is a multi-faceted concept



Inclusive education is a multi-faceted concept

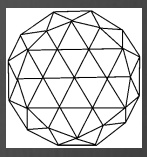


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The Magic Formula

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

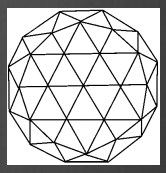
Inclusive education is a multi-faceted concept



1. Placement

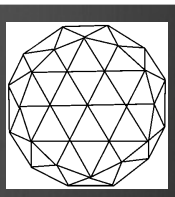
All learners with special education needs are educated in age-appropriate classes in their neighbourhood schools, regardless of their ability.

Inclusive education is a multi-faceted concept
2. Vision



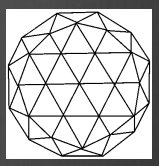
Educators at all levels of the system are committed to the underlying philosophy of inclusive education and express a vision for inclusive education in legislation, regulations and policy documents.

Inclusive education is a multi-faceted concept
3. Adapted curriculum



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.

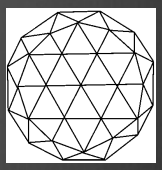
Inclusive education is a multi-faceted concept



4. Adapted assessment

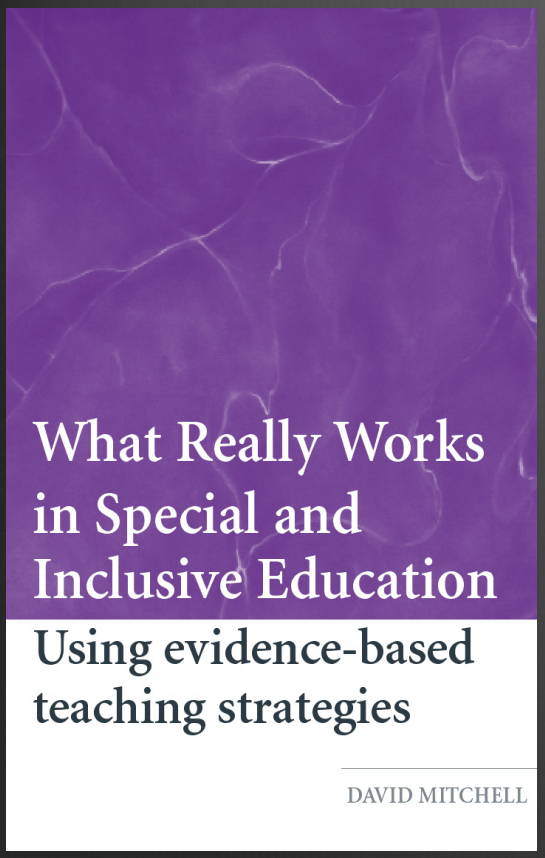
The content of assessment reflects any adaptations to the curriculum. As well, the means of assessment is adapted to take account of the abilities of all learners. Assessment of learners with special educational needs results in individual educational plans.

Inclusive education is a multi-faceted concept

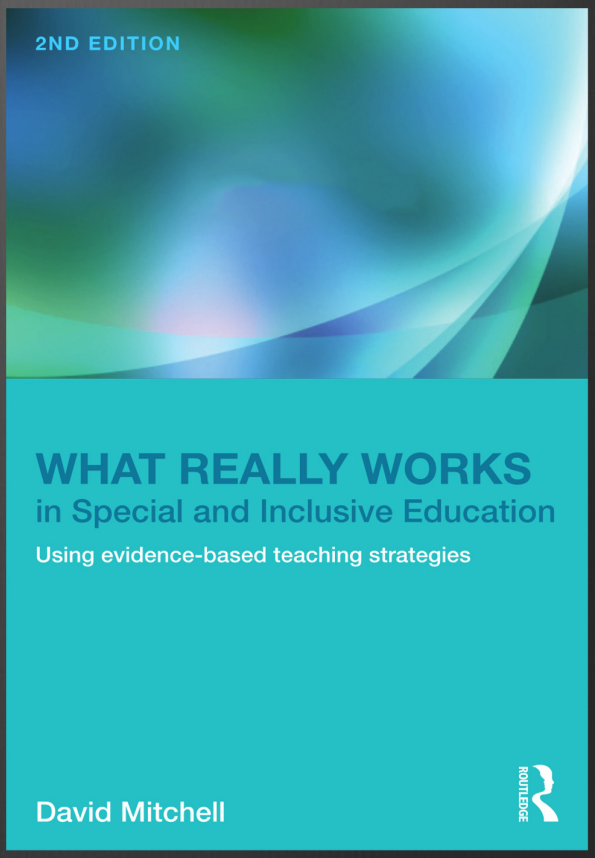


5. Adapted teaching

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.

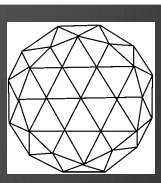


2008



2014

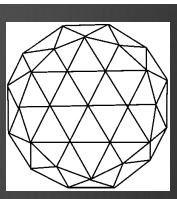
Inclusive education is a multi-faceted concept



6. Acceptance

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.

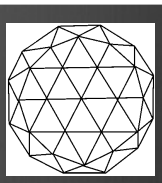
Inclusive education is a multi-faceted concept



7. Access

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.

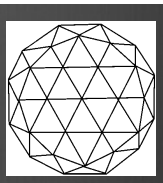
Inclusive education is a multi-faceted concept



8. Support

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.

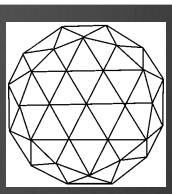
Inclusive education is a multi-faceted concept



9. Resources

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

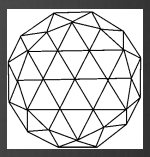
Inclusive education is a multi-faceted concept



10. Leadership

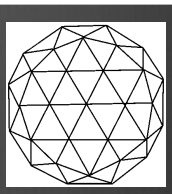
Those who are in leadership positions show a strong commitment to accepting and celebrating diversity, a sensitivity to cultural issues, and set high, but realistic, standards.

Inclusive education is a multi-faceted concept



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

Inclusive education is a multi-faceted concept ISSUES



- Should parents have right to choose? Students?
- What does research tell us about IE?
- Is IE limited to students with disabilities?
- Can schools succeed with students with disabilities?
- What are other countries doing about IE?
- Can specialist schools become inclusive?
- What is future of specialist schools in era of IE?