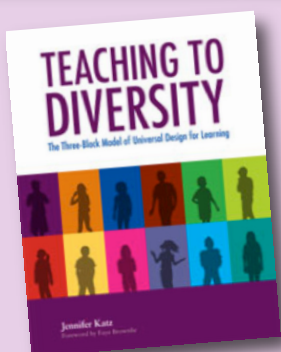


# education watch:

## an update on inclusive education

Volume 4, Issue 2 – Fall 2012



*The three-block model of universal design for learning fills the gap between the theory of inclusive education and the classroom. Katz pulls critical how-to-teach ideas (e.g., multiple intelligences, differentiation, essential learning outcomes, co-teaching) into one understandable, usable package. Classroom teachers and their support teams can take these ideas directly to the job of designing and implementing instruction that works for all students – both socially and academically.*

John VanWalleghem, PhD  
Adjunct Professor,  
University of Manitoba

## Teaching To Diversity

### The Three-Block Model of Universal Design for Learning

By Jennifer Katz

Foreword by Faye Brownlie

In her book *Teaching to Diversity*, Dr. Jennifer Katz synthesizes the research, and 16 years experience of teaching in inclusive classrooms and schools, to provide answers to several questions:

How do I make inclusion work for ALL students?

What are the foundational best practices of a truly inclusive learning community?

How does one create such a community?

The author pulls together, in an organized way, a three-block model of universal design for learning (UDL) and suggests a step by step approach for implementing it. This framework includes:

**Block One, Social and Emotional Learning:** details ways to build compassionate learning communities (K–12) in which all

students feel safe and valued, and develop a positive self-concept, sense of belonging, and respect for diverse others.

**Block Two, Inclusive Instructional Practice:** includes a framework for planning units from K–12, and explains instructional and management practices for teaching, assessing, grading, and reporting in UDL Classrooms.

**Block Three, Systems and Structures:** suggests strategies for creating inclusive learning communities, and explores ways in which resource teachers, student services personnel, and school administrators can support and create socially and academically inclusive schools and classrooms.

The three-block model of UDL can empower educators with the knowledge, skills, and confidence

*Continued on page 3*



50 years  
Canadian Association  
for Community Living  
Association canadienne pour  
l'intégration communautaire

Diversity includes. On se ressemble.



Diversity includes.  
On se ressemble.

# Manitoba Alliance for Universal Design for Learning (MAUDeL)

The Manitoba Alliance for Universal Design for Learning is an organization/think tank of people in Manitoba involved in inclusive education and promoting the Three-Block Model of UDL as a means to achieving socially and academically inclusive schools. In her book, *Teaching to Diversity*, Katz describes a step by step process for schools and teachers to support the implementation of evidence based practices in inclusive education.

Well on the way to securing representation of three provincial universities (Brandon University, University of Manitoba and University of Winnipeg), Manitoba Teachers' Society, Manitoba Education, Council of School Leaders, Manitoba Association of School Superintendents, community groups, and all the school divisions involved as a collaborative endeavour, MAUDeL, and its founder, Dr. Jennifer Katz, is presenting a comprehensive and cohesive framework for moving the inclusive education agenda forward in Manitoba!

Recently, the Canadian Centre for Research on Inclusive Education adopted the Three-Block Model as a framework for promoting inclusive education on a national scale. The CCRIE applied to the federal government for a SSHRC partnership grant to conduct research and education. A letter of intent endorsing the concept behind this research grant was accepted and further work securing

this multi-million dollar grant is underway. The NCRIE is now looking to meet with all of the partner groups across Canada to put together the full grant application.

It is exciting to see inclusive education move beyond the inclusion of students with intellectual disabilities and address the fundamental social justice implications of inclusion for all students in the school community. Lessons learned are being generalized and school communities across Manitoba are being challenged to move forward and adopt a universal design model for implementing change.

Manitoba's Lord Selkirk School Division has formally adopted the UDL model. In a recent presentation on "Respecting Diversity and The Three-Block Model of Universal Design for Learning," Arlene Beresford, Assistant Director of Student Services, and Trish Glass, Director of Student Services described the work that they have been doing within the school division and how the school division will be applying RD and UDL in all of its schools in the coming years.

They showed how UDL shifts old assumptions about teaching and learning in fundamental ways:

- Students with disabilities fall along a continuum of learner differences rather than constituting a separate category.
- Teacher adjustments for learner differences should occur for all

students, not just those with disabilities.

- Curriculum materials should be varied and diverse, rather than centering on a single, common resource.
- Instead of remediating students so that they can learn from a set curriculum, curriculum should be made flexible to accommodate learner differences.

They went on to describe instructional practices that will promote these as:

- Learning communities – Adopt practices that reflect high values with respect to both diversity and inclusiveness.
- Interaction – Encourage regular and effective interactions amongst students, and between students and the instructor and ensure that communication methods are accessible to all participants.
- Physical environments and products – Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations.
- Instructional Standards – maintain high expectations for ALL learners, and provide supports to help them reach these standards.
- Delivery methods – Use multiple, accessible instructional methods that are accessible to all learners.

- Information resources and technology – Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students.
- Feedback – Provide specific feedback on a regular basis.
- Assessment – Regularly assess student progress using multiple accessible methods and tools,

and adjust instruction accordingly.

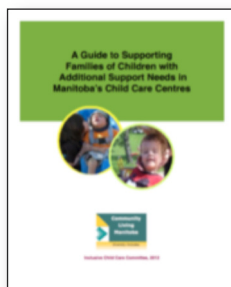
Momentum is building in Manitoba! We look forward to seeing a more generalized uptake of these concepts and a better appreciation for the richness that our classrooms and schools possess when all of their students are included and supported in their learning experiences.

## New Resources for Manitoba's Child Care Centres

With the help of University of Winnipeg practicum student Elizabeth Ulrich, Community Living Manitoba has developed a resource package for those working in Manitoba's early learning and child care centres.

*A Guide to Supporting Families of Children with Additional Support Needs in Manitoba's Child Care Centres* is intended to provide staff at child care centres with answers to frequently asked questions about supporting children with additional support needs, their families and each other. It provides a place to begin when planning or reviewing a placement and the programming of the children in their care.

The resource package includes a copy of the guide, a powerpoint presentation introducing the key concepts presented in the guide, and a set of question and answer cards that guide staff in their



independent or group study or discussion of these concepts.

Topics range from understanding inclusion, supporting families, working with children with additional support needs and how to make

the child care environment more inclusive. The guide also provides a list of resources for child care centres and the families they serve. With the increased immigration of families from war torn areas and children who have experienced trauma in their lives, there is an added section listing resources for families and children of trauma.

Initial reaction to this resource has been very positive and it will soon be available in a text-only version online through the Community Living Manitoba website, [www.aclmb.ca](http://www.aclmb.ca). The resource package is available through their office for a nominal fee plus shipping and handling costs.

## Teaching To Diversity

(Continued from front page)

required to teach diverse learners in the same classroom—including those who have previously been excluded. Ultimately, it is about creating classrooms and schools that heal by teaching to the heart, mind, and spirit of every student.

*Teaching to Diversity* is available through Portage and Main Press [www.portageandmain.com](http://www.portageandmain.com).



### Jennifer Katz

*Jennifer Katz, PhD, taught for 16 years in diverse classrooms from K to 12, including special education classrooms, inclusive classrooms, youth centres, and alternative high school programs in Winnipeg and Vancouver. In addition, she has been a successful sessional lecturer, educational consultant, editor, and guidance counsellor. Her work as an advocate of inclusive education has spanned several provinces and territories, and multiple audiences — university courses, academic conferences, parent advocacy groups, professional development workshops, and educational conferences. Her direct work with children and youth in schools and alternative settings is most important to her. Dr. Katz is currently an Assistant Professor in the Faculty of Education at the University of Manitoba.*



Diversity includes.  
On se ressemble.

# Profiling Inclusive Cultures in Schools (PICS)

Early in 2012, members of the River East Transcona School Division met with representatives of Community Living Manitoba, and Education Solutions Manitoba to discuss the need for a comprehensive tool for profiling how schools in that school division were doing and how best to support them in their journey towards inclusive education.

A variety of tools were reviewed and the one that found most favour was that originally developed by Community Living Ontario that framed inclusive education as part and parcel of an inclusive school culture. This tool had been used in another Winnipeg school division in the past. While it was a valuable resource, many aspects of it were cumbersome and did not reflect Manitoba legislation, policy and practice.

Over the course of many months, and with the addition of the executive director of the Manitoba School Improvement Program, the Ontario document, as well as its New Brunswick edition were used as a template in the development of Manitoba's own "Profiling Inclusive Cultures in Schools" tool.

Creating Student Success is the primary objective of an inclusive culture in schools.



This is met through careful analysis, understanding, planned action and reflection relating to eight domains that explore:

- A. School Processes
- B. Classroom and Instruction

These domains include:

1. Diversity Embraced
2. Universal Sense of Belonging
3. Proactive School Leadership
4. Collaborative Approach
5. Student-Centered Educational Planning
6. Responsive Structures and Supports
7. Meaningful, Relevant and Inclusive Learning Experiences for All Students
8. Positive Behaviour Approach

The key concepts of Universal Design for Learning, Positive Behaviour Intervention, and high expectations for all students and staff have been incorporated into

this document. "The Inclusion Process" outlined in the New Brunswick Human Rights Commission's *Guideline on Accommodating Students with a Disability* was also included as a template for appropriate educational programming.

In the coming months, River East Transcona School Division will be piloting PICS in a number of schools across a wide range of grades and socio-economic classes. Presentations on PICS and many different ways to use it in a wide variety of school settings will also be taking place throughout the coming academic year. We expect to see and hear of many positive stories of the impact that this made-in-Manitoba tool will have on our schools and with all students, especially those with intellectual disabilities.

For more information, please contact Anne Kresta at Community Living Manitoba.





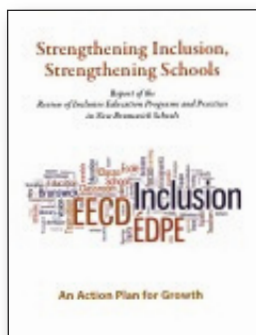
# New Brunswick commits to Strengthen Schools

The New Brunswick government announced an action plan committing a record investment of more than \$62 million over three years to improve inclusion and intervention services in New Brunswick schools.

Education and Early Childhood Development Minister Jody Carr released the action plan in response to *Strengthening Inclusion, Strengthening Schools*, a report prepared by two experts in inclusive education, Gordon L. Porter and Angela AuCoin. The report, received by the Department of Education and Early Childhood Development in December 2011, is intended to serve as a blueprint to improving inclusive education.

"Today is the beginning of a new era in inclusive education," Carr said. "Inclusion is based on values and beliefs that support each child while promoting social cohesion, belonging, active participation in learning, a complete school experience and positive interactions with peers and others in the school community. We are positioning our resources to support better every child in reaching his or her full potential in inclusive positive learning environments."

Inclusive education focuses on students as individuals, supporting their learning through pedagogical strategies, methods, accommoda-



New Brunswick Minister Hon. Jody Carr with Dr. AuCoin (L) and Dr. Porter (R)

tions and approaches that are effective and respectful and encourages high expectations and achievement. "I thank Dr. Porter and Dr. AuCoin for their intensive review of our system and their comprehensive recommendations," said Carr. "After reviewing the report and extensive work undertaken by the department, the release of our Year 1 action plan will begin the work required to enhance further and strengthen our inclusive and diverse classrooms of the 21<sup>st</sup> century and ensure that our students and their families are fully supported. Our government is committed to improving the

education system, and we will continue to work in collaboration with our partners and stakeholders to ensure we lay the right foundations to improve the quality of life for all New Brunswickers, including our children."

Much of the investment is focused on enhancing inclusive culture in schools and providing additional teaching positions for resource and methods, guidance counselling, behaviour interventionists and other teaching supports for inclusion.

The report can be found on the NB EECD website:

English:

<http://www.gnb.ca/oooo/incl-e.asp>

French:

<http://www.gnb.ca/oooo/incl-f.asp>



Diversity includes.  
On se ressemble.

# Reaction from the NBACL

## *Community Living association sees report as good starting point for improving inclusive education*

**June 5, 2012, Fredericton**

The Porter-AuCoin report is a good starting point for improving inclusive education, says the New Brunswick Association for Community Living (NBACL). As the organization that represents families with sons and daughters with an intellectual disability, NBACL has been eagerly anticipating the report, which was released today.

"We are pleased that the government recognized the need to further improve inclusive education throughout the province by commissioning this review," says Ken Pike, NBACL's Director of Social Policy. The report discusses 12 themes that will move inclusive education forward and is "insightful and comprehensive," he says.

"The recommendation to improve professional development for educators is particularly encouraging," he says. "Equipping teachers and others in the system with strategies and best practices for including all students in the classroom will not only benefit the students, but the educators as well," he says.

Likewise, NBACL views the recommendation to assure that there is good leadership in the system as another positive step.

"The education system needs

superintendents and principals who have a good understanding and appreciation of inclusive education," Pike notes. "Strong leadership is essential if all of our schools are to be truly inclusive places of learning for all students."

Another element of the report that NBACL endorses is the recommendation to develop a process for resolving disputes between families and the school system.

"We regularly receive pleas for help from families who want their children included in the classrooms of their local schools, but meet with roadblocks and discouragement," Pike explains. "NBACL has assisted

these families as best we could on a case by case basis, but this recommendation will go a long way in assuring that the department's inclusion policy is well implemented in all schools in the province.

"The New Brunswick Association for Community Living was founded over 50 years ago by parents who wanted their children to receive a public education and later to be included in their local schools and classrooms," says Pike. "We have been supporting parents in achieving this goal ever since, and have developed numerous training programs and resources to assist families, educators and school administrators."

Now that the report has been released, "We look forward to working with the Department of Education and Early Childhood Development to help move the initiatives recommended in the report forward."

## Strengthen schools with inclusive education

### *A commentary by Ken Pike as related to recent announcements by NB government and its increased investments in Inclusive Education*

**Telegraph Journal, June 14, 2012**

Last week's announcement of a \$62 million action plan to implement some of the recommendations in the report *Strengthening Inclusion, Strengthening Schools* was an encouraging boost for inclusive

education in New Brunswick.

It is important to clarify some issues that typically surface when any discussion about



**Ken Pike**

inclusive education takes place. The release of this report is no exception. With this in mind I would like to take a moment to offer some clarity that should help in this regard:

- Inclusion is much more than a philosophy. It is sound educational practice based on years of research and experience. There is clear and convincing evidence of what educational practices work within an inclusion model. And, importantly, inclusion is a right established in our Education Act and human rights laws.
- Inclusion is not a 'one size fits all' model. Inclusive education means all students are supported to reach their full potential – those who are gifted as well as those who face challenges. It is about providing individualized and flexible learning opportunities based on clear evidence of each student's needs and goals. That means that appropriate supports, accommodations and interventions should be provided when needed.
- Research shows that inclusion (and particularly the involvement of students with a disability in regular classrooms) does not have a negative impact on the academic achievement of other students. Dr. Sheila

Bennett, professor of Teacher Education at Brock University in Ontario, has noted that research also demonstrates important social benefits to all students in inclusive settings, more tolerant attitudes being one.

- Inclusion is not about all students spending 100% of their school day in regular classrooms. While inclusion is the goal, an inclusive education system recognizes the need for flexibility. There will be a small number of students who need to be outside of a regular classroom, but there should always be a goal to assist students to move back into a regular classroom when this can be achieved. When students are not in a regular classroom they should be afforded a highly individualized learning opportunity that meets their personal learning goals and needs.

There are many wonderful examples of inclusive schools and classrooms throughout our province. But inclusion is not always easy. Some schools struggle more than others to implement inclusive school practices. Inclusion requires strong leadership and commitment, up-to-date knowledge of inclusive education practices and strategies, and the right level and combination of supports within the system.

The most recent review by

Gordon Porter and Angèle Aucoin included visiting over 50 schools to observe classrooms and teachers and to speak with many people about their experiences. The review's findings showed that there is still a lot of work to be done to have a province-wide effective inclusive education system.

The report's recommendations and government's response contains many actions that hold promise for the future. These include specific training for principals so they can provide leadership in advancing inclusion in their schools; professional development for teachers, educational assistants and administrators; funding to hire more qualified resource teachers; and the development of a resolution process to help families and schools resolve issues related to inclusion.

Nationally and internationally, New Brunswick is a recognized leader in inclusive education. Being a leader requires that we continuously review our practices and find ways to improve so that all children can have a quality education. The recent report highlights the work that has to be done. The government's announced actions provide a good and helpful start to move us forward.

*Ken Pike is the Director of Social Policy for the New Brunswick Association for Community Living.*



# A Common Understanding of Inclusive Education

### July 2012 Executive Directors and Chairs Network

**A** *Common Understanding of Inclusive Education*, was prepared by and represents a collaborative and consensus effort of the Executive Directors and Chairs Network. The Network, comprising representatives from the provincial community organizations, working with and on behalf of persons with disabilities and their families, met to critically discuss issues of common interest in order to provide a more powerful and united voice within the disability community. Collectively, the organizations represent the vast majority of the approximately 75,000 citizens within Newfoundland and Labrador who have a disability.

The Foreword of the document makes some meaningful points:

*Within this province, significant efforts have been expended toward the creation of an educational system that meets the needs of all students. The issue of inclusion – its philosophy, benefits and delivery – has been much debated over the past 25 years, both within the education system and the disability community. All too often this debate has given an illusion of a lack of support for inclusive education, and unfortunately has stalled the achievement of a truly inclusive model within our schools.*

*The primary intent of the document is to dispel this myth, and to send a strong and unequivocal message that there is indeed consensus within the disability community as to the concept of inclusion. A message that we stand united, with and on behalf of the families we represent, in asking for an education for our sons and daughters that is inclusive by design and intent. We are united in our expectation of an education system that places equal value on all children, and one that provides the necessary supports and resources to both teachers and students so as to achieve inclusion.*

*This document provides a consensus view of the disability community as to the merits of inclusive education, our vision and definition of inclusive education, and the principles and elements that must be present in order that the rhetoric of inclusion can actually be realized on a daily basis within classrooms throughout this province. Inclusion is no longer a matter for debate, no longer can it be a promise unfulfilled, and no longer can it be the exception rather than the rule. This paper provides the model of inclusion that our community expects, a model that has received endorsement within the disability community, and a model of inclusion to which we will hold government and the education system accountable.*

The Network acknowledged the Newfoundland and Labrador Association for Community Living (NLACL) and its Community Inclusion project for providing the initial impetus and means for the preparation of this document.

Coalition of Persons with Disabilities – NL, on behalf of the Executive Directors and Chairs Network and endorsed by the following organizations:

- Dennis Gill, President, NL Association for Community Living
- Ed Knox, Chairperson, Autism Society NL
- Ed Smith, Chairperson, Canadian Paraplegic Association – NL
- Ronald Stone, President, Epilepsy NL
- Michelle Murdoch, Coalition of Persons with Disabilities – NL
- Jodie Burke, Chairperson, NL Association for the Deaf
- Myrtle Barrett, Canadian Hard of Hearing Association – NL
- Patricia Suvak, Chairperson, Canadian National Institute for the Blind – NL
- Jeff Hutchings, Chairperson, NL Down Syndrome Society
- Gail St. Croix, Chairperson, People First of NL
- Cecilia Carroll, Chairperson, Independent Living Resource Centre

The full document can be found through the following link:  
<http://www.nlacl.ca/media/uploads/InclusiveEducation2012.pdf>



# 2012 Inclusive Education Winners

Each year the Newfoundland and Labrador Association for Community Living presents two awards to acknowledge outstanding efforts in the area of inclusive education: one to a school and one to an individual.

Bishops College High School, St. John's was the winner of the 2012 School Inclusive Education Award. Schools like Bishops College exemplify the student's right to be included and see inclusive education as a right, not as an add-on. Bishops College has worked hard over the past decade to put the philosophy of inclusion into action. The student body believes in and embraces the importance of belonging, acceptance and community. This senior high school has made significant gains in inclusion for all over the last four years.

Mr. Bill Chaisson, principal of St. Gerard's Elementary, Corner Brook was the winner of the 2012 Individual Inclusive Education Award. His beliefs about inclusion, strong leadership skills and positive, personable nature have enabled him to be viewed as a leader for inclusionary practises. He leads with lots of heart, compassion and respect for each and every member of the school community. At St. Gerard's Elementary the focus is on participation for all who wish to be part of any team. Mr. Chaisson has been instrumental in bringing resources to the entire Western School District that enable children to be included. He has spent countless hours working with



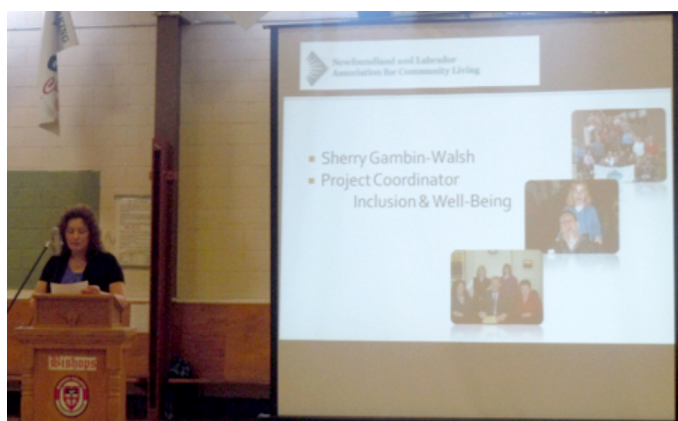
*Mr. Bill Chaisson, principal of St. Gerard's Elementary, Corner Brook, Newfoundland.*



*Bishops College High School, St. John's, Newfoundland.*

parents and guardians over the years. It was evident that Bill understood the importance of team building which includes not only involving but supporting parents, teachers and others in the day to day activity of school life.

Bishops College High School and St. Gerard's, along with Botwood Memorial Academy and Holy Name of Mary Academy in Lawn, now hang the Community Inclusion flag in their schools as a symbol to all that their school understands and practises inclusion for all.



*Sherry Gambin-Walsh speaks at award presentation.*



**Diversity includes.  
On se ressemble.**

# Community Living Ontario Announces Webinar Series on Inclusive Education

The series begins September 26 and 11 sessions are scheduled through February 2013. Participation is free and something on the program is sure to interest many parents and teachers.



Community Living Ontario will be showcasing the perspectives of Inclusion International, the Upper Canada District

School Board, parents of people with disabilities, the Newfoundland Association for Community Living, the New Brunswick Association for

Community Living, transition planners and ARCH Disability Law Centre in this series.

Whether you are thinking about inclusive education as a principle, a concept, or a right; or just curious, working to create an inclusive classroom, or advocating for your child, you have come to the right place. This webinar has something for everyone. Feel free to be part of the entire series — join in when you can — or just for sessions that are of interest to you from the comfort of your own home.

For full information connect to the detailed program on the following link:

[www.communitylivingontario.ca](http://www.communitylivingontario.ca)

**COMMUNITY LIVING**  
Ontario

ON MY WAY...

[www.transitionplanningbc.ca](http://www.transitionplanningbc.ca)

The BC Association for Community Living is proud to launch the “on my way” video blog. This project is meant to help students with special needs and their families prepare for a full life after high school. Our goal is to increase options and opportunities leading to full inclusion and citizenship for people with developmental disabilities. Our cameras will be following four unique, talented and enthusiastic students and their families as they prepare for life after high school. You are invited to be a part of this conversation by participating in the blog. We hope you can share your hopes, dreams, challenges and successes in transition planning.

Come visit us and say hi!



# National Investigators in Inclusive Education Research

## National Investigators to Launch the Canadian Research Centre on Inclusive Education

The Centre for Inclusive Education at the University of Western Ontario is evolving, and has become the national headquarters of the Canadian Research Centre on Inclusive Education; connections have been

established with a strong group of renowned researchers in inclusive education at universities all across Canada. Although many Canadian scholars are involved in research that is directly related to inclusion, there is no national voice for

research in this area at the present time. By researching and disseminating our findings across Canada and around the world, collectively we aim to empower teachers and others with the knowledge they need to be effective

with all students, including those with exceptional needs.

This **National Investigators** page contains information on our Team Leaders at universities across the country. Information about the research projects may be found on the National Research Activities page.

### Team Leaders

- Donna McGhie-Richmond, Assistant Professor in the Faculty of Education at the University of Victoria
- Jacqueline Specht, Associate Professor, University of Western Ontario & Director of the Centre for Inclusive Education
- Sheila Bennett, Professor and former chair in the Teacher Education Department of the Faculty of Education, Brock University
- Tiffany L. Gallagher, Associate Professor in the Teacher Education Department at Brock University
- Carla DiGiorgio, Associate Professor and Director of the Centre for Education Research at University of Prince Edward

- Island, Editor of the Canadian Journal of Education
- Angèle AuCoin, Assistant Professor, Faculty of Education, Université de Moncton
- Lynn Aylward, Associate Professor and Graduate Co-ordinator, School of Education, Acadia University
- John Freeman, Associate Professor at the Faculty of Education, Queen's University
- Karen Gregory, Ph.D. student in Educational Psychology and Special Education with the Faculty of Education, University of Western Ontario
- Anne Hill, Fanshawe College
- Nancy Hutchinson, Professor, Queen's University
- Jennifer Katz, Faculty of Education, University of Manitoba
- Mireille LeBlanc, Assistant Professor, Faculty of Education, Université de Moncton
- Tim Loreman, Professor of Education at Concordia University College of Alberta

- Wanda Lyons, Assistant Professor in the Faculty of Education at the University of Regina. Inclusive Education Policy
- Jamie Metsala, Associate Professor at The University of Western Ontario Faculty of Education
- Pat Mirenda, Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia
- Elizabeth Nowicki, Associate Professor in Educational Psychology/Special Education at the University of Western Ontario
- Scott Thompson, Associate Professor in the Faculty of Education at the University of Regina
- Vianne Timmons, President and Vice-Chancellor of the University of Regina
- Raymond Vienneau, Associate Professor, Faculty of Education, University of Moncton
- Gabrielle Young, Assistant Professor, Memorial University of Newfoundland

For more information on the Team Members, visit:

[http://www.edu.uwo.ca/inclusive\\_education/National\\_Investigators.asp](http://www.edu.uwo.ca/inclusive_education/National_Investigators.asp)

## International Update

# Inclusion Europe: e-Include

## — Inclusive Education News



Inclusion Europe publishes articles and news related to the implementation of inclusive education in the European Union. You can access their material through the following link:

<http://www.e-include.eu/en/inclusive-education-news>

One recent posting describes recent developments in Ireland...

### Children with disabilities in Ireland hit by educational cuts

From this September, schools in Ireland will only be given 90% of the teaching hours they will need to meet the independently assessed needs of pupils with disabilities. Inclusion Ireland opposes to the decision of the Department of Education and Skills, which can only downgrade the important role of education for children with disabilities.

*More on the site.*



**Diversity includes.  
On se ressemble.**





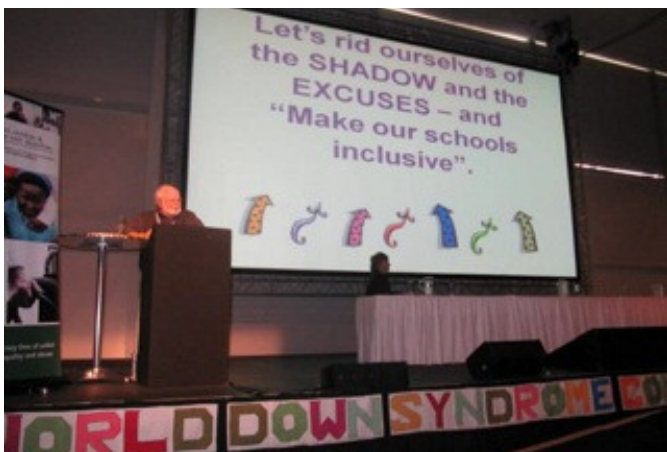
**D**r. Gordon Porter, Director of Inclusive Education Canada, was a keynote speaker at the World Down Syndrome Congress held in Cape Town, South Africa in August 2012.

Porter used a plenary address to issue a challenge to action. His question to delegates: “Are we star gazers or excuse makers? Since I started in inclusive education in the 1970's I have been struck with the fact that some children, including those with disabilities, who live close to local schools, are not able to go to them even though members of their own family are. On a basic human level that does not make sense. It is ironic that even though we have inclusive education policies, the number of special schools has grown over time.”

The Congress has a Facebook page with many details on the discussions.

<http://www.facebook.com/pages/World-Down-Syndrome-Congress/209040415813995>

There are also videos on the Congress YouTube site:  
<http://www.youtube.com/user/wdsc2012>



*Gordon Porter speaks at Cape Town Congress.*

## The Alliance for Inclusive Education

– *United Kingdom NGO*



ALLFIE is a UK based group focused on promoting inclusive education. They produce a journal available on the web that you might find of interest – *Inclusion Now*.

They describe themselves as a “national campaigning and information-sharing network led by disabled people. We campaign for all disabled learners to have the right to access and be supported in mainstream education. ALLFIE believes that education should support the development of physical, vocational and academic abilities through mixed-ability tuition in mainstream schools so that all students have the opportunity to build relationships with one another. We believe that a fully inclusive education system will benefit everyone.”

Link to their website:

<http://www.allfie.org.uk/index.html>



Contact us through our website: [www.inclusiveeducation.ca](http://www.inclusiveeducation.ca)  
or by email: [InclusiveEducation@cacl.ca](mailto:InclusiveEducation@cacl.ca)  
Please send us information, comments or feedback.

### ACKNOWLEDGEMENTS

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