

education watch:

an update on inclusive education

Volume 5, Issue 1 - Winter 2014

New Brunswick Minister Signs Policy on Inclusion



Anglophone Deputy Minister John McLaughlin, Angèle AuCoin, Minister Jody Carr, Gordon Porter and Francophone Deputy Minister Gérald Richard.

Twenty-seven years after Bill 85 (June 1986) provided a legislative framework for inclusive education, the Minister of Education and Early Childhood Development signed the first provincial policy on the topic on September 17, 2013. For the Hon. Jody Carr it capped his nearly 3 years as minister and reflected the commitment of successive governments over the years.

Policy 322 – Inclusive Education – was developed to provide schools and districts with a framework to achieve the vision of equity and inclusion now required of public education systems. Minister Carr signed the policy the week before taking on his new portfolio of Post-Secondary Education, Training and Labour.

You can access New Brunswick's Policy 322 at <http://www.gnb.ca/0000/pol/e/322A.pdf>

The press release issued is also available at: http://www2.gnb.ca/content/gnb/en/news/news_release.2013.09.0929.html

In this issue of Education Watch, Dr. Vianne Timmons, President and Vice-Chancellor of the University of Regina and a former VP at the University of Prince Edward Island provides a commentary on the policy. Be sure to check it out.



New Brunswick
Department of Education and Early Childhood Development

Policy 322 Page 1 of 14

Subject: Inclusive Education
Effective: September 17, 2013
Revised:

1.0 PURPOSE

This policy establishes the requirements to ensure New Brunswick public schools are inclusive.

2.0 APPLICATION

This policy applies to all schools and school districts within the public education system in New Brunswick.

COMMENTARY: Vianne Timmons on New Brunswick's Inclusive Education Policy

The Department of Education and Early Childhood Development of New Brunswick released an Inclusive Education Policy on September 17, 2013. I consider this policy to be a template for other provinces to emulate.

For one thing, the policy is clear and easy to follow. For another, it is significant in that it contains important statements that outline what is expected of schools with respect to inclusive education. One such article is 6.2.2, which states that the following practices must not occur:

1. Segregated, self-contained programs or classes for students with learning or behavioral challenges, either in school or in community-based learning opportunities.
2. Alternate education programs for students enrolled in kindergarten to grade eight.

These are strong statements which ensure that students are placed in

regular classrooms in neighborhood schools. There is no ambiguity about what not to do.

There are times when a child should not be placed in a regular classroom, particularly when children's safety is at risk. Through article 6.4 (Variation of the Common Learning Environment), the policy does provide guidance to schools when these situations arise. This will need to be monitored in the coming years, however, because schools have had a history of allowing variation to become an educational option rather than an exception.

Overall, this policy is a welcome one which can be an exemplar for other provinces. Inclusive education practices are well-documented as effective ones for all students, and this policy provides very clear guidelines to schools. It is easy to interpret, and can provide welcome guidance for parents as they advocate for their children.

New Brunswick was considered a

leader in the practice of inclusive education in the 1990s. This policy re-establishes the province's position in this regard, and raises the bar for other jurisdictions across Canada and around the world.



*Dr. Vianne Timmons
President and Vice-Chancellor,
University of Regina
President, International Association for
the Scientific Study of Intellectual and
Developmental Disabilities*

COMMENTARY: David Jory on New Brunswick Policy 322 – Inclusive Education

The New Brunswick Inclusive Education Policy; lessons learned on the way here, what helped get us here, and a possible solution to a major Canadian problem.
by David Jory

SO we in New Brunswick finally have a stated policy on inclusive education. Long-awaited.

It is 27 1/2 years since legislation first allowed students with intellectual disabilities (ID) – and students with cerebral palsy (CP) – into the school system; 34 years since some of us parents first started thinking seriously about how to get our kids with labels into schools with our kids without labels. We have come a long way. But as the recent report by Gordon Porter and Angela AuCoin showed, there are still far too many dark corners with respect to inclusive education in our New Brunswick school system – though there are gratifyingly many shining examples of creativity and success as well. The new policy is carefully designed to enhance the good and prevent the bad; I hope it succeeds.

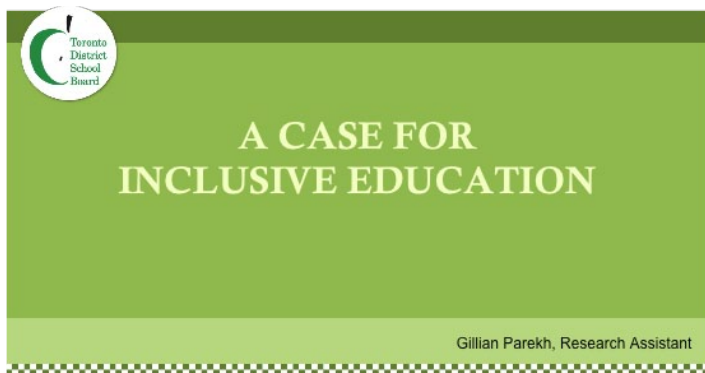
David Jory is an advocate and parent from Saint John, New Brunswick. He has been working to support inclusive education for more than 35 years. He shares this COMMENTARY on the path to a policy and discusses some of the challenges that remain. Read the full commentary at <http://inclusiveeducation.ca/2014/02/20/commentary-on-new-brunswick-policy-322-david-jory/>

TDSB Releases Report on Inclusive Education

A Case for Inclusive Education was recently released by the Toronto District School Board. It is an up-to-date review you will want to read.

The report was prepared by Gillian Parekh, Research Coordinator at Toronto District School Board and PhD Candidate, Critical Disability Studies at York University.

Read the complete report at <http://inclusiveeducation.ca/2014/02/18/a-case-for-inclusive-education-a-tdsb-report/>



Organizational Development/Research & Information Services
Toronto District School Board
12/13-09



**FEBRUARY
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acmh@acmh.ca

Canada's source for information on Inclusive Education

www.inclusiveeducation.ca



Newsletter on Inclusive Education Released

The Inclusive Education Team at the Ministry of Education and Early Childhood Development in New Brunswick recently released a newsletter on initiatives taking place in that province. It contains stories about teachers and students, commentary and interviews. If you are interested in inclusive education you will find it worth looking at.

You can find the full version in English here: www.gnb.ca/0000/publications/StrengtheningInclusionStrengtheningSchools.pdf and in French here: <http://www.gnb.ca/0000/publications/ConsoliderLInclusionPourConsoliderNosEcoles.pdf>

People making a difference
Fall 2013

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A message from Premier David Alward

All New Brunswickers have a vital role to play in building the future of our province. At the centre is a strong commitment by this government to inclusion, where all people enjoy the rights and responsibilities of full citizenship. I am pleased we are able to share in this publication some of the positive things happening in New Brunswick schools. We know that making our schools both effective and inclusive is a priority and has been so for more than 25 years. We also know that inclusion for all is a goal that teachers, staff, parents and students work toward every day in our schools.

Les gens font la différence
Automne 2013

A l'intérieur...

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Message du premier ministre David Alward

Tous les Néo-Brunswickais et Néo-Brunswickaises ont un rôle essentiel à jouer pour bâtir l'avenir de notre province. Voilà pourquoi notre gouvernement est engagé sans réserve à promouvoir l'inclusion, c'est-à-dire à garantir que tous bénéficieront des droits et assument les responsabilités de la citoyenneté à part entière. Je suis heureux que nous puissions communiquer l'importance de la promotion de l'efficacité et de l'inclusion dans nos écoles. Elle est une priorité depuis plus de 25 ans et nous n'en aurons jamais assez. L'inclusion pour tous est un objectif que les enseignants, le personnel, les

TDSB Releases Report: *The Intersection of Disability, Achievement, and Equity: A System Review of Special Education in the TDSB* by Robert S. Brown and Gillian Parekh

This report is must reading and comes from the Organizational Development/Research & Information Services of the Toronto District School Board. The TDSB is Canada's largest school system. As the report notes – “Over the 2011-12 school year, 46,379 (18%) of the total Toronto District School Board population were students identified with Special Education Needs (SEN).”

We will follow with interest the direction TDSB takes as a consequence of this review.

From the Report's “Executive Summary”

Systematic Evidence Review In light of its pursuit to address the needs of historically marginalized groups, the TDSB made a commitment towards greater inclusion of students identified with Special Education Needs. In order to facilitate this process, the TDSB's Research department has conducted a systematic evidence review of literature looking specifically for studies that address barriers to and successful initiatives supporting inclusion. A systematic evidence review results in an objective scan of international literature exploring emerging themes in special and inclusive education. The systematic evidence review was conducted with stringent guidelines regarding the extraction and inclusion of education-based studies. The driving question behind the review

was “What enables or disables inclusion of students with SEN in schools?” Thematic results indicated that three areas have been explored: 1) the role of teachers, 2) the outcomes of segregated vs. inclusive classroom placement, 3) procedures involved in the identification of students.

Overall, results from the systematic evidence review support an inclusive model of education for students with SEN. Outcomes resulted in positive economic security for included students with SEN. Also, results did not reveal any negative outcomes for students without SEN taught within inclusive environments. Teachers are generally supportive of inclusion and results demonstrated that with support, training and knowledge, teachers feel more confident in tackling the inclusive classroom. New approaches to identification could also support the move towards an inclusive model of education where greater numbers of students are accommodated in their home schools and classrooms. In light of the absence of positive outcomes reported for segregated programming, the results of this review should be considered in the development and evaluation of policy concerning placement and identification of students in the TDSB.

Read the full report at <http://inclusiveeducation.ca/2014/02/13/tdsb-releases-report/>

Community Living Manitoba Congratulates Minister James Allum on proclaiming February Inclusive Education Month in Manitoba

Community Living Manitoba is gratified to learn the Honourable James Allum, Minister of Education and Advanced Learning, has proclaimed February 2014 Inclusive Education Month in Manitoba.

“We know that successful inclusion of children with intellectual disabilities in schools sets them up for better outcomes later in life,” reports Terry Masse, President of Community Living Manitoba. “Their peers know them, know their assets and challenges and grow up expecting to see them in the community after their formal education is done.”

This move to proclaim the month Inclusive Education Month aligns Manitoba with other provinces across Canada. The Canadian Association for Community Living has been promoting this practice for the last number of years to enable all schools to have a chance to reflect on what they do and what they plan to do to recognize the richness inclusive education brings to their school communities. CACL also recognizes noteworthy practices and individuals with their National Awards for Inclusive Education.

“We look forward to hearing and seeing many stories of how inclusive education not only benefits children with intellectual disabilities, but all students,” says Anne Kresta, Interim Manager and Inclusive Education and Community Development Specialist with Community Living Manitoba. “Time and again, we see how an education system geared to including all students in the classroom leads to better outcomes for everyone – teachers are supported to strategize and develop lesson plans that take into account the many different learning styles in their classrooms, students learn that we all have challenges and strengths.”



CACL and Inclusive Education Canada are Partners at Global Summit on Childhood



CACL and IEC are partners with the Association for Childhood Education International in the Global Summit being held in Vancouver from April 10-13, 2014 at the Renaissance Vancouver Harbourside Hotel, Vancouver, BC, Canada

The Association for Childhood Education International (ACEI) promotes the optimal education and development of children in a changing world through various programs and projects that align with ACEI's mission. ACEI's tagline is "Bright futures for every child, every nation," which highlights ACEI's commitment to support and advocate for access to education, equity in educational settings, quality educational content, and the child's right to education.

The Global Summit on Childhood, a program within the Decade for Childhood, will provide a platform for interdisciplinary dialogue among the global community about the experience of childhood. Participants and presenters will

explore the current state of childhood, including issues affecting education and mental and physical well-being, from international, cross-cultural, and cross-disciplinary perspectives.

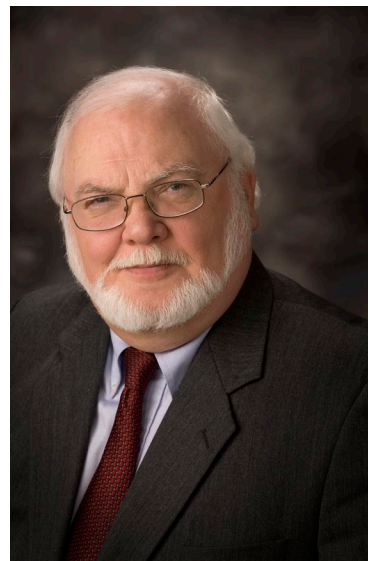
Gordon L. Porter, Director of Inclusive Education Canada and

a Senior Advisor on Inclusion and School Improvement with the Ministry of Education and Early Childhood Development in New Brunswick is organizing a featured session at the Summit.

He will be joined by Bendina Miller, a former BC superintendent of schools and the Past-President of CACL.

The session will focus on the critical need for quality inclusive education for all children. The session will address the key themes of the Summit:

- What societal changes provide opportunities for or threaten a positive childhood experience for the world's children?
- What does childhood look like around the world?
- What practices and policies can we implement that will protect our children and help them develop to their full potential?



Dr. Gordon Porter



Bendina Miller

See more about the Summit at: <http://acei.org/programs-events/summit.html>

Manitoba Education Research Network

The Manitoba Education Research Network (MERN) works to improve the quality of education in Manitoba through a collaborative effort on the part of Manitoba's five faculties of education, Manitoba Education and Advanced Learning and its affiliated partner organizations.

The Manitoba Education Research Network serves public education by:

1. Facilitating a province-wide education research community;
2. Promoting professional learning through collaborative inquiry;
3. Creating opportunities for research connections across the field; and,
4. Supporting education priorities and research interests most relevant to Manitoba.

Every year, MERN hosts a series of forums across the province providing an opportunity for education system stakeholders and partners to learn about many research projects taking place in Manitoba.

It is a great opportunity to network and learn more about how so many aspects of Manitoba-based education research support inclusive practice, teacher quality and school improvement in our province. Further, lessons learned in the pursuit of inclusive education serve as important considerations when moving innovative ideas forward.

In the Fall - 2013, the MERN Monograph, Issue 6 was launched with a focus on "Inclusive Special Education in Manitoba: 2001-2012".



Lesley Trudel, Joan Zaretsky, Zana Lutfiyya, John VanWalleghem.

Co-edited by Drs. John VanWalleghem and Zana Marie Lutfiyya, this is an informative and interesting compilation of articles that includes a retrospective look at changes to inclusive education over the past 11 years.

Other articles include: "Decision Making by Youth With and Without Intellectual Disabilities", by Barbara Melnychuk; "Unseen Threads: Weaving the Stories Between Teacher Beliefs and Classroom Practice", by Sheena Braun and Charlotte Enns; "Defining Effective and Functional School Division Planning Practices", by Leslie Eblie Trudel; "Information Management for People with Disabilities in Manitoba", by Youn-Young Park; "Perspectives on Northern Manitoba School Principals Regarding New Special Education Legislation", by Joan Zaretsky; and, "A Study of the Reform Process to Provide an Inclusive Model of Service Delivery within a Manitoba Middle

Years School", by Tammy Mitchell.

The MERN website serves as the network hub for organizing MERN events and archiving all related information. The MERN Journal publishes research submissions derived from forum presentations. The MERN Monograph Series publishes more substantive Manitoba-based research reports. The MERN crc highlights forum sessions and other MERN activities.

MERN works to maintain a broad base of engagement and encourages participation from all involved with education. To learn more about MERN and download a copy of MERN Monograph, Issue 6, visit <http://mern.ca/index.asp>



ONTARIO: A Movement Towards a Fully Inclusive School Board

By Sheila Bennett, Tiffany Gallagher, Monique Somma, Amy Kipfer, Peggy Blair, and Ted Doherty

It all started with a vision of what education could look like for students with disabilities to have the opportunities they are entitled to in regular classrooms, in their local schools, with their siblings, and neighbourhood friends – an exemplification of the principles identified in the Salamanca Report (UNESCO, 1994) and current literature on inclusive education (Bennett, 2009). Over recent years, system level leaders in Ontario's Avon Maitland District School Board (AMDSB) started to notice considerable declines in their 'self-contained placements' for students with special needs. They recognized this as a co-relation between the attention given for students to meet the criteria of students placed in these classes (typically only those who met the mild-intellectual and developmental disabilities identifications) and an increase in parent requests to have their children placed within regular classrooms in their local schools. After noticing that schools were successfully including all students with exceptionalities, administration

within AMDSB started to look at Ontario Ministry of Education documents such as Learning for All (Ministry of Education, 2011) and current research comparing the outcomes for students who were being placed in a self-contained classes to those students in regular classroom settings. Administrators in the Learning Services Department then consulted with research leaders in the field of inclusive practice and they reviewed inclusive education models in nearby school boards. Their findings were then presented to the Special Education Advisory Council (SEAC) and a working group of administrators within the board; all members agreed it was time to start shifting current practices towards greater inclusion for all students.

Simultaneously, Director, Ted Doherty, was in the midst of crafting a new set of Strategic Directions for AMDSB with a clear emphasis on "creating and promoting positive, inclusive learning environments." This emphasis has now become a priority of AMDSB's strategic plan

and led the way for supporting and restructuring special education practices to promote full inclusion of all students. Porter (2010) explains that in inclusive schools, support is provided to not only the students with disabilities, but also to their teachers in order to accomplish individual,

meaningful goals. Successful inclusion is based on the understanding of creating environments so that all students can be successful, regardless of their ability (Porter, 2010). According to Sharma, Loreman, and Forlin (2012), school boards, administrators and teachers are recognizing that creating truly inclusive schools requires changes to traditional and common practices. In order to truly embrace the diversity of disability, an inclusive philosophy must be adopted. An inclusive philosophy postulates that if a student is struggling, he/she is not the problem: the school system is the problem and teaching practices that do not assume this responsibility for the problem, prevent educators from creating classrooms that are inclusive for all students (Bennett, 2009; Sharma et al., 2012). This is the background for the creation of the "Learning for All Project" in the Avon Maitland District School Board.

Role of the School Board

The AMDSB has established a commitment to create a board wide vision that will create inclusive school environments for students with disabilities who may have been attending contained class placements. This commitment has been identified in the school board's goals for the school board improvement plan (BIPSA) and is aligned with the board's strategic directions. Over time, all self-contained special education classes will be closed at both the elementary and secondary levels. Students who have been attending these specialized programs will be given the choice of attending their



Jenalyn Baker (left), and Melissa Campbell

local schools and classes with their grade appropriate peers or they may remain in their current school through a transition into regular classes.

Extensive research on implementing inclusive practices indicates that in order for teachers to be effective and ensure that each student is successful, they need ongoing professional development and support from administration and experts in the field (Bennett, 2009; Forlin, 2001; Porter, 2010; Vaughn & Schrumm, 1995). Given AMDSB's commitment to the success of this transition, a key factor that has been adopted is the creation of "Learning for All Coaches" (Ministry of Education, 2011). An inclusion expert as a resource can facilitate inclusion and support teachers and this often contributes to increased teacher success in creating inclusive practice in classrooms (Boyle, Topping, Jindal-Snape, & Norwich, 2012; Sharma, Moore, Furlonger, King, Kaye, & Constantinou, 2010; Streiker, 2012). The ten "Learning for All Coaches" were selected through an interview process. These teachers demonstrate a desire for the role and a level of expertise in inclusive practice along with collaborative inquiry. There are also two lead Coaches appointed as coordinators of the project.

The Role of the Learning for All Coaches

Based on the model presented by Streiker (2012), support from the "Learning for All Coaches" will be provided to teachers to facilitate the school board's model of inclusion. Prior to the commencement of the school year, the Coaches were in-serviced on the facilitation of inclusive practice and collaborative inquiry. The mandate of the Coaches will be to work with classroom teachers

to arrive at a problem of practice driven by student need, which will then be applied to the collaborative inquiry framework to support students with exceptional learning needs (Katz & Dack, 2013). Each Coach will have a group of schools to support. At the beginning of the school year, each Coach will complete a school profile in conversation with school leadership and staff to identify students who currently meet the exceptionalities outlined in the project. Based on this information, as well as the knowledge of teachers who are currently in a "learning stance", they will determine where support will be given (Literacy & Numeracy Secretariat, 2010). The Coaches will act as collaborative partners with teachers who have students that would have previously met the criteria to be placed into a self-contained class through an IPRC: students with developmental disabilities, mild intellectual disabilities, Autism Spectrum Disorder, physical and multiple needs. Hargreaves and Braun (2012) call this approach "coaching-at-the-elbow" (p. 62). The Coach will observe the student(s) in the learning context and then collaboratively with the teacher determine how to structure the classroom and modify or accommodate the curriculum to best meet the needs of the student in the inclusive classroom (Katz & Dack, 2013). Coaches may also be available to school staffs to provide professional development



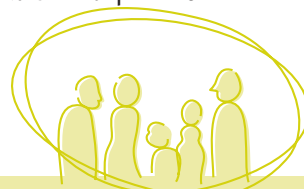
Celeste Mitchell and Helena Finch

opportunities to support the understanding of differentiated instruction and universal design for learning which embrace the essence of inclusive classrooms and inclusive curriculum.

The Learning for All Coaches will be involved in journaling and focus groups with researchers from Brock University throughout the course of the first two years in order to reflect over time on their practice and share strategies for successful inclusion. This partnership provides insight into the innovative process and practice of this exciting transition and opportunities for professional development for coaches and teachers.

Implications

Recent research in inclusive educational practices has clarified a common misconception that inclusion was simply the placement of students with disabilities in regular classrooms – inclusion is much more than an occupied space (Bennett, 2009; Porter, 2010). With the support of the Learning for All Coaches, the goal of this project





Staff from Avon Maitland District School Board based in Seaforth, Ontario. A dozen support teachers from Avon Maitland School District attended the Symposium in London in November. They shared the strategies being used in their board and discussed strategies with participants from other jurisdictions.

is to create quality experiences for all students, appropriate curriculum programming and the opportunity to achieve and participate fully in the school

community (Bennett, 2009). There is consensus in the research on inclusive practice that in order for inclusion to be successful, persistence and innovation to sustain and create new approaches is essential and needs to be accepted whole-heartedly by all stakeholders (i.e., school board personnel, principals, teachers, support staff, parents) (Kinsella & Senior, 2008; Porter, 2010; Reiser & Secretariat, 2012). Staff of the AMDSB, recognize that their shift in philosophy and practice will take time and involve extended

support. They are hopeful that they will be able to maintain the service that the Learning for All Coaches will provide throughout this journey. The Coaches will aim to be responsive to the needs of schools as they move forward towards greater academic and social inclusion for students with exceptional learning needs. AMDSB has made a commitment to change the educational experience for students with disabilities by creating a public education system that embraces inclusion in meaningful and practical ways and makes inclusion a reality in every school (Sharma et al., 2012). Throughout the journey over the next several years, there will be both setbacks and opportunities to learn, grow and improve practice. Most rewarding will be the marked successes of individual students, teachers and schools.

Senior Ontario Ministry of Education Official Attends London Event

Barry Finlay, Director of the Special Education Policy and Programs Branch, Ministry of Education of Ontario attended the Symposium - "Meeting the Diversity Challenge" held in London, Ontario in November 2013. He addressed issues related to supporting inclusion in Ontario schools. Mr. Finlay is seen in the photo, with Sheila Bennett, Brock University, one of the facilitators of the symposium and Kimberley Gavan, Director of Community Development at Community Living Ontario.



Sheila Bennet, Barry Finlay, and Kimberley Gavan

Engaged Participants at London, Ontario Symposium



Erin Sheldon helped organize the Symposium – “Meeting The Diversity Challenge” in November. She is a graduate student in the Master of Education program at Queen’s University in Kingston.

Erin is a parent with passion for inclusive education, and is also knowledgeable about inclusive practices and strategies. Erin has developed a series of workshop sessions for parents, teachers and other stakeholders committed to making inclusion work. She is developing an iPad manual based on the principles of universal design for learning.



Teachers and Participants



Krystine Donato has a Master’s Degree in Child and Youth Studies and has been involved as a researcher at Brock University in projects involving staff perceptions of individuals with exceptionalities and also transitions of students with disabilities to post secondary. Krystine is also involved in raising awareness of disabilities and communication impairments through her work as a speaker and training projects.



Monique Somma is completing a PhD in Educational Studies at Brock University. She has been teaching for 15 years and focuses her time on researching and implementing best practices for inclusive education. Her research interests include the change in teacher perception of inclusive practice and using a rights based embedded curriculum to facilitate inclusive classroom communities.



Teachers and Participants



Kathy Wlodarczyk is a doctoral student at McMaster University in the School of Rehabilitation Science. Kathy is a Research Assistant for the Partnering for Change (P4C) study at CanChild, Centre for Childhood Disability. In addition, she is involved with the Learning for All (L4A) inclusive research project taking place in the Avon Maitland District School Board in conjunction with Brock University. Her research interests include integrating health care services and developing classroom strategies to meet the learning needs of children with neurodevelopmental disabilities and challenges.



Peterborough Agency Promotes Inclusion



Caitlin Dunham and Rosanna Haroutounian

Heads Up for Inclusion promotes and encourages connections leading to the development of relationships so youth with intellectual disabilities can participate more fully in the life of their community.

Rosanna Haroutounian and Caitlin Dunham of Heads Up for Inclusion joined more than 75 teachers, school officials, agency staff and family members at the symposium - Meeting The Diversity Challenge – in London in November 2013.

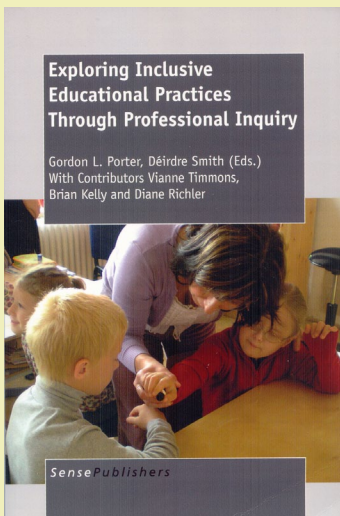
The agency operates the “Amigos” program, where students with and without disabilities are brought

together to participate in inclusive activities, through which they learn to overcome biases and become accepting of everyone. HUI also hosts community events in Peterborough, like the Amazing Race, Fiesta Barbecue, and Inclusion Conference, to show others how including everyone is easy, fun, and ultimately benefits us all.

Learn more at www.headsupforinclusion.ca



Exploring Inclusive Educational Practices Through Professional Inquiry



Comments on the book by the “Experts”

Michael Fullan, Professor Emeritus, OISE, University of Toronto – wrote the Preface for the book and observed that:

This is a book on inclusive education that leaves you with hope and ideas for action. It takes a very difficult and highly charged topic and demonstrates that it is possible to see both the trees and the forest.

Available from *Sense Publishing*

Professor Luanna H. Meyer, PhD, Director, Jessie Hetherington Centre for Educational Research, Victoria University, New Zealand wrote this about the book:

Practitioners, scholars, and teacher education students alike can celebrate reading Exploring Inclusive Educational Practices through Professional Inquiry. This rich array of case scenarios both illuminates and elaborates the meaning of inclusion in today’s schools and tomorrow’s visions.

Inclusion BC – is a partner in sponsoring summer conference

REGISTER NOW!

Aug 25-27 2014



Creating the Future- Partnerships for Inclusive Learning is a summer conference designed to provide a robust learning environment that will facilitate strategic approaches to inclusion and belonging for all students in B.C.'s elementary and secondary schools.

This three-day conference will take place on August

25-27, 2014 at the University of British Columbia in Vancouver. Participants will include administrators, teachers, parents, paraprofessionals, therapists and other members of a school based team.

Learn more at <http://inclusiveeducation.ca/2014/02/13/creating-the-future-partnerships-for-inclusive-learning/>

Western  Canadian Research Centre on Inclusive Education



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Check out their website: http://www.edu.uwo.ca/Inclusive_Education/index.asp



Award for Inclusion to Coley's Point Primary School in Bay Roberts, Newfoundland



The Newfoundland and Labrador Association for Community Living is a family-oriented, non-profit advocacy association that works with persons with intellectual disabilities with a main goal of creating communities where everyone belongs.

Inclusive Education is about how we develop and design our schools, classrooms, programs and activities so that all students can learn and participate together.

Each year Community Living applauds a school and/or an individual by presenting them with an inclusive education award.



Coley's Point Primary School in Bay Roberts is the winner of the 2013 Inclusive Education Award. At Coley's Point Primary all children are accepted by classroom teachers and classmates as contributing members of their class. What was once the "Challenging Needs" room at Coley's Point is today the "R & R" room. When students need a calm environment the R & R room provides the perfect place for restoration and transition back into the classroom. Since the beginning of the 2012 -13 school year, the students and staff have been introduced to and are applying some of the philosophies of Restorative Justice, as part of their Safe and Caring School's initiative. Restorative Justice in education is a values-based approach that recognizes the importance of community in individual lives, honours the worth of all, and believes that the healing of relationships is possible.

It was evident in the nomination and references received for this award that Coley's Point Primary School is a provincial leader in inclusive practises. One parent said while no school is perfect she believed that at Coley's Point Primary all children are special and valued.

The Newfoundland and Labrador Association for Community Living congratulates Coley's Point Primary School for their success in advancing Inclusive Education in Newfoundland and Labrador.



Carr and Porter: Keynotes at World Bank Sponsored Conference in Argentina

New Brunswick's progress in building an education and early childhood development system that provides both excellence and equity was a highlight of an international conference sponsored by the World Bank in Argentina in September 2013. The Regional Conference on Inclusive Education took place in Tigre, in Buenos Aires Province.

Minister Jody Carr and Inclusive Education Advisor Gordon Porter attended the event as the guests of the Global Partnership for Disability

and Development, a program funded by the World Bank. In keynote talks they described New Brunswick's progress in creating school-based education support teams, building capacity in districts and schools and providing strategies and increased support to classroom teachers."

Carr noted that, "The invitation to the Argentina conference was a testament to how the international community sees New Brunswick as a world leader in progressive inclusive education."

In June 2012, the Department of Education and Early Childhood Development launched an action plan in response to Strengthening Inclusion, Strengthening Schools, a report prepared by inclusive education experts Gordon Porter and Angèla Aucoin.

Porter and Carr also made a presentation on inclusive education for the Universidad Nacional de La Plata.



Minister of Education for the City of Buenos Aires, Esteban Bullrich, with New Brunswick Minister Jody Carr during a discussion about inclusive education in Mr. Bullrich's office in Argentina.



A teacher from La Plata, Argentina, and Gordon Porter in discussion following Porter's evening lecture on inclusive education at the Universidad Nacional de La Plata.



Gordon Porter (Right) with Filomena Pereira, National Director of Education Services including Inclusive Education, Portugal (Left) and Magdalena Orlando, now living in Geneva, a former Education Advisor to the Minister of Education in Buenos Aires, Argentina

Ontario Scholar Focuses on Inclusive Education

Dr Margo Shuttleworth received her Doctorate from the University of Sheffield in 2005. Her work and thesis focused on the motivation of teachers of pupils with challenging behaviour, life history research and inclusive education. She has advised teachers working with



Dr Margo Shuttleworth

children of all ages in both mainstream and special school setting across the UK. She has lectured with Trinity and All Saints College, Open University and York College focusing on inclusive education, assessment and

behaviour strategies. She currently lives in Canada and has worked with Athabasca University in presenting courses to prospective teachers on methods of working with challenging behaviour in the classroom. She has reviewed articles for The International Journal of Inclusive Education and is involved with Inclusive Education Canada and local schools. Her current research and publications have focused on inclusive education in all levels of education with an emphasis on social as well as academic inclusion.



Inclusive Education and the United Nations' Millennium Development Goals: Diane Richler and Gordon Porter Take Part in Madrid Meeting

Diane Richler, Toronto, and Gordon L. Porter, New Brunswick, were two of the participants in a two-day workshop held in Madrid, Spain, December 4 & 5, 2013. The workshop was organized by UNICEF and the Office of the High Commissioner on Human Rights (OHCHR) to develop strategies to enhance inclusive education within the framework of the revision to the Millennium Development Goals (MDG).

UNICEF and OHCHR are advocating for the Post 2015 Agenda to be built on human rights and the progress made with the MDGs targets on basic education, but to adopt a much more comprehensive focus on access, equity and learning.

The workshop brought together 20 experts from civil society, organizations of persons with disabilities, academia and government from all global regions to discuss next steps to move forward on the “inclusive education systems” agenda in the context of the post-2015 MDG.

Diane Richler, C.M. is a former Executive Vice President of the Canadian Association for Community Living, the Past President of Inclusion International and has just concluded a term as Chair of the International Disability Alliance. She has played a leadership role in strategies to promote inclusive education, close institutions and promote the full realization of human rights for persons with disabilities.

Gordon L. Porter, C.M., O.N.B. is the Director of Inclusive Education Canada, a Past President of CACL and a Senior Advisor on Inclusion and School Improvement to the New Brunswick Ministry of Education and Early Childhood Development.



Paula Hunt of UNICEF and Diane Richler, Inclusion International



Facundo Chavez Penillas of the OHCHR, Geneva and Gordon L. Porter, Inclusive Education Canada



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

Diversity includes. On se ressemble.



Contact us through our website at www.inclusiveeducation.ca
or by email at InclusiveEducation@cacl.ca
We welcome your comments, feedback, questions and suggestions.