

Learn Session

Inclusive Education

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ADVANCING INCLUSIVE EDUCATION

Keys to transformational change in
public education systems

Gordon L. Porter and David Towell



**Inclusive
Education
Canada
Website**

PROMOVRIENDO LA EDUCACIÓN INCLUSIVA

Claves para el cambio transformacional
en los sistemas de educación

Gordon L. Porter y David Towell



Moving To Inclusive Schooling

Ending Exclusion and Transforming Education Systems

5 Critical Factors

Gordon L. Porter, C.M., O.N.B.
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SLIDES ON WEBSITE:
www.inclusiveeducation.ca



Learning about Inclusive Education



Exclusion vs Inclusion



The Long Road to Inclusion



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The Goal of Inclusive Schooling

- Change school culture
- A common learning environment
- Accommodate diversity
- Ensure learning – academic and social

The Challenge

- 1) Complex issues
- 2) Requires systems change
- 3) Effects all education stakeholders
- 4) Implications for curriculum, pedagogy, staff roles, funding, school organization & more...
- 5) Requires leadership at all levels
- 6) Requires sustained effort

Commitment ?

LEADERSHIP



LEADERSHIP



5 Critical Factors

1. **POLICY:** Moving from student deficit to accommodating student diversity
2. **RESOURCES:** Funding & staffing
3. **BUILDING CAPACITY:** Enhancing teacher support
4. **PERSONALIZATION:** Ensuring student support
5. **SCHOOL CULTURE:** Fostering collaboration partnerships and problem-solving

1. POLICY:

Moving from student deficit to accommodating student diversity

Critical Dilemma:

*How do you explain the
“lack of success” of a student in the
classroom or the school?*

The Choice

- The Student?



- The Teacher?



The “Defective Student”

- **Possible factors:**
 - *Low Intelligence*
 - *Family Factors*
 - *Attendance*
 - *Socio-economic*
 - *Disability*
 - *Trauma/Residential Schooling*
 - *Motivation*
 - *Other – race, gender*



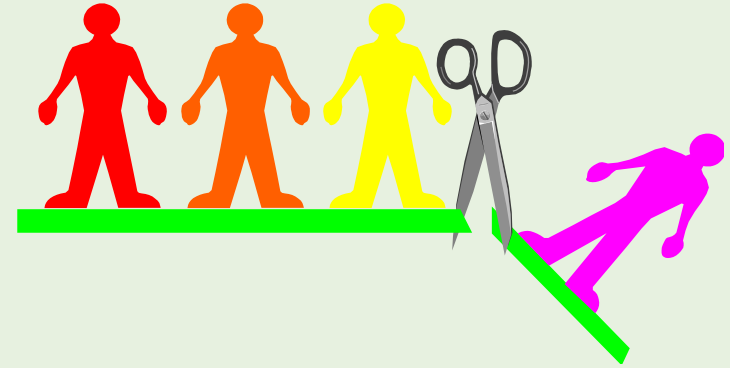
The “Defective Teacher or School”

- **Possible factors:**

- *Ineffective Teaching Practices*
- *Lack of Support Strategies*
- *Irrelevant Curriculum*
- *Ineffective Problem-solving*
- *Inadequate Staff Training*

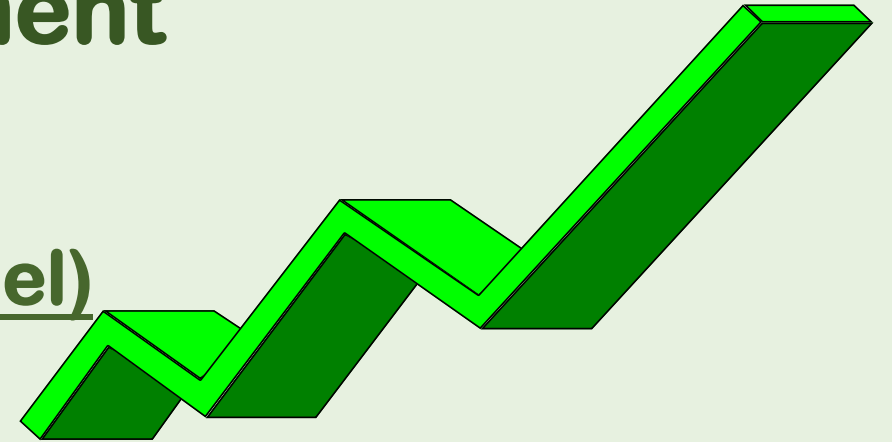


▪ Reject the ~~“Defective Student” Model~~

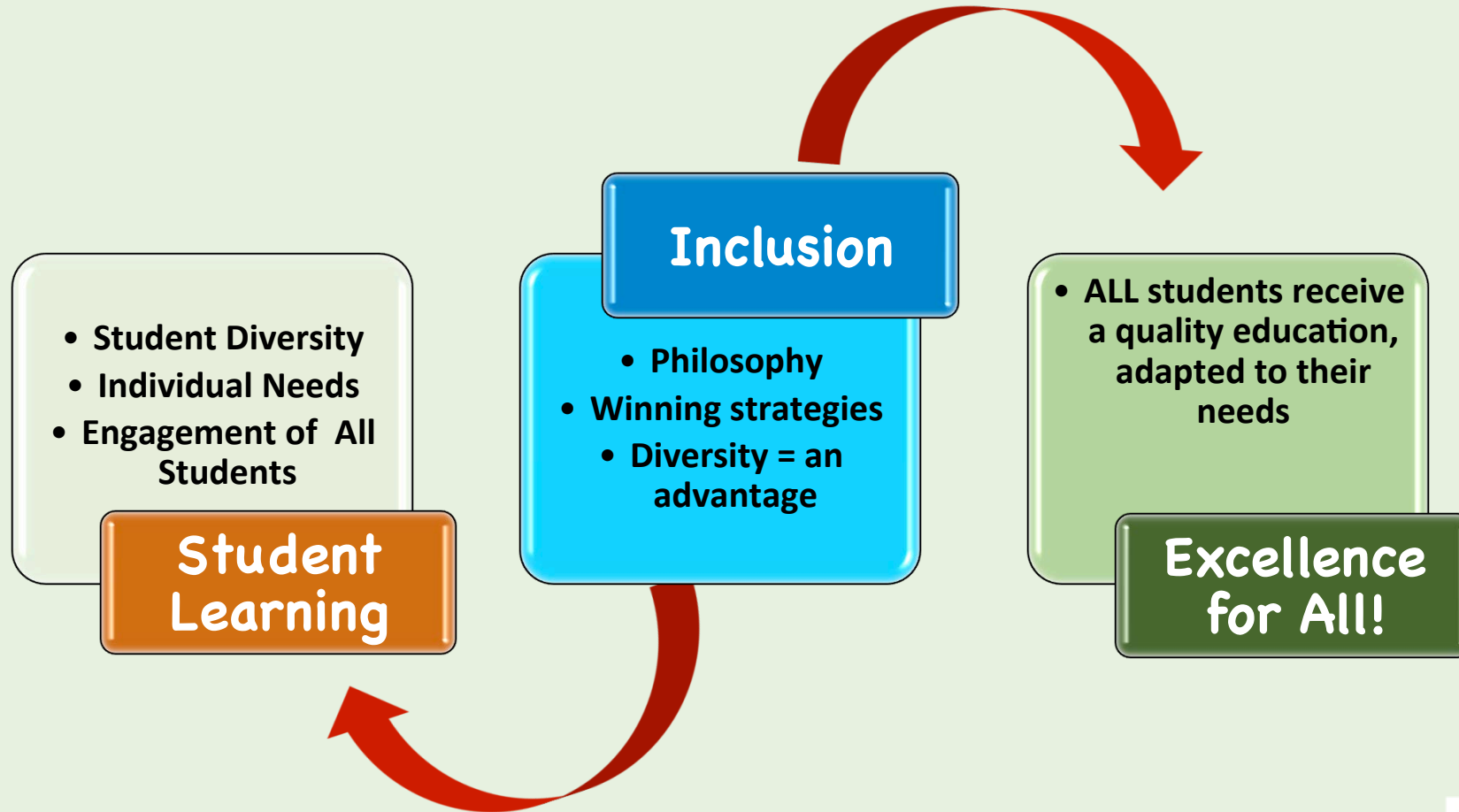


▪ Invest in the School Improvement & Growth Model

– (opposite of “Defective Teacher” Model)



Inclusion & Effective Schools



MOTO:

Strengthening Inclusion helps Strengthen Schools



2. RESOURCES:

Funding & Staffing



The Resources Issue:

- Ensuring the best use of finite resources?
- How to fund the core practices needed to support a successful inclusive school?

Priorities: Things to Look For

- **Investment in enhancing classroom teacher competency**
- **Support teachers and educational assistants**
- **Flexible funding to solve problems**
- **Mind-set: Strengthening Inclusion, Strengthening Schools**

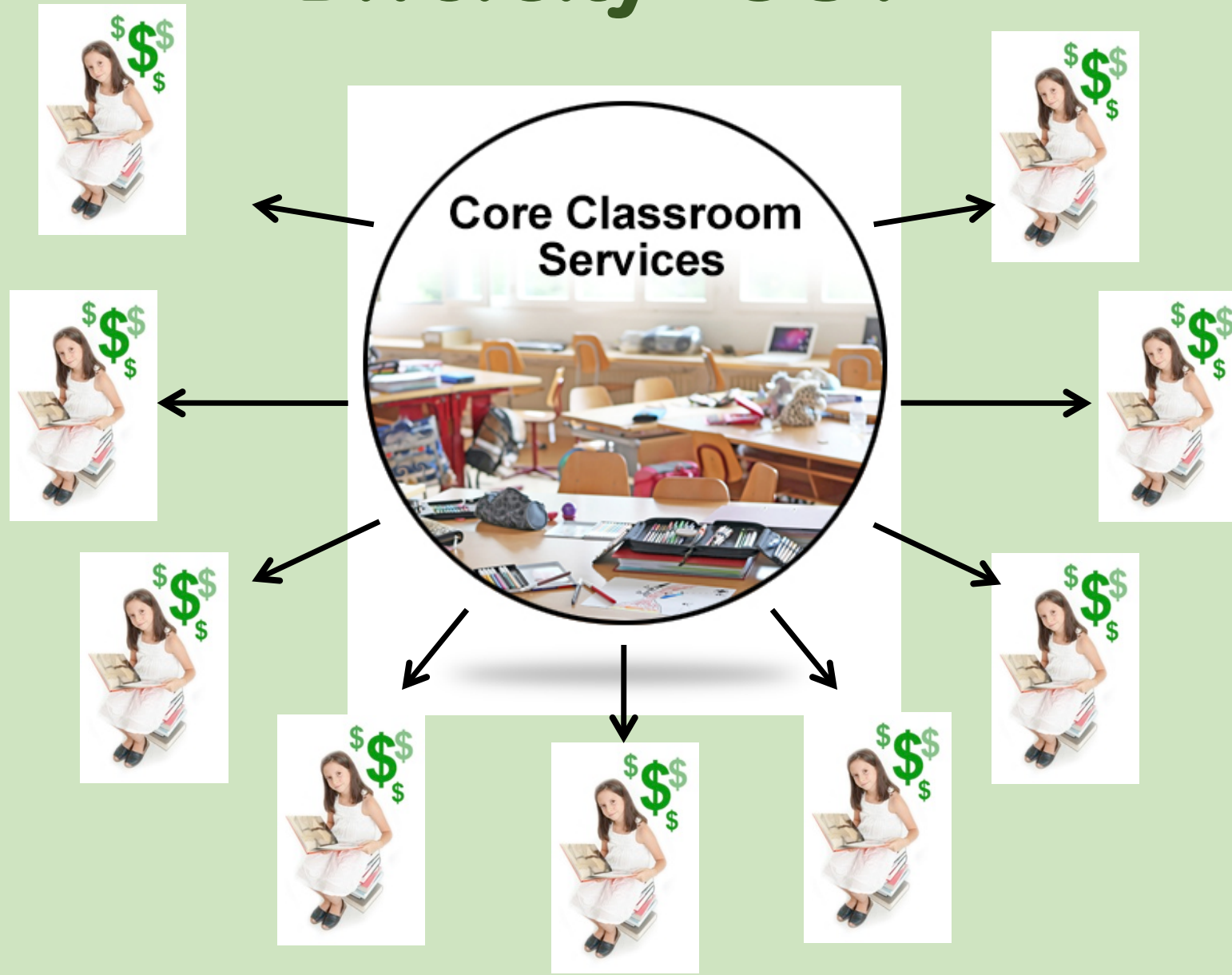
Resources: The Deficit model

- Kids with learning challenges need “**experts**”
- Teachers have every reason to refer students with learning challenges
- Students and money are drawn **OUT**

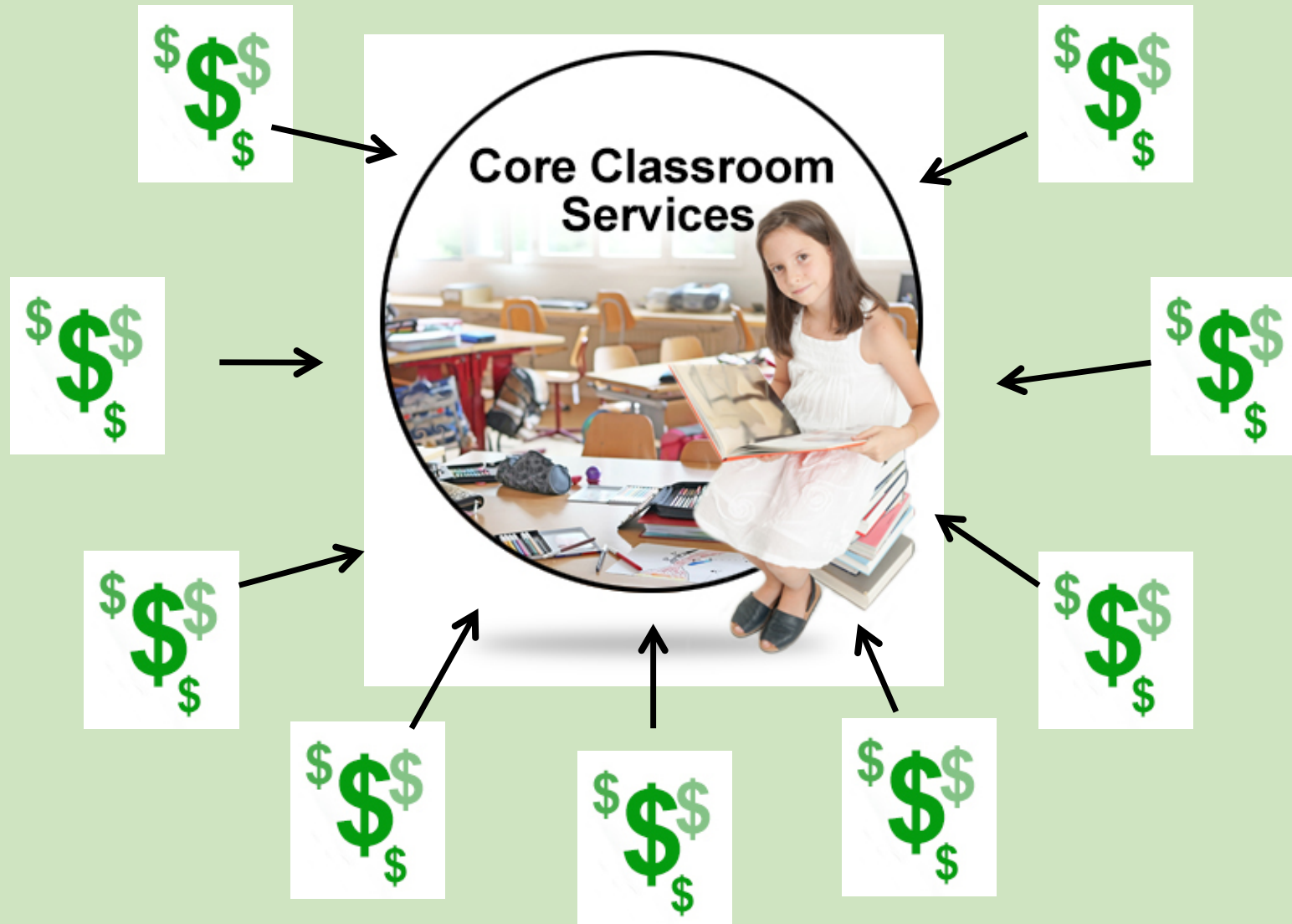
Supporting inclusion ...

- Is not just about students with special needs;
- It is about where we put our money;
- The traditional approach won't change anything;
- Investing in inclusion – in **teachers and students** - has the potential to make our schools better for all.

Diversity - OUT



Diversity - IN



Make investments that build capacity in the core education system

3. BUILDING CAPACITY:

Enhancing teacher support



Regular
Classroom
Teacher

Direct Service To Student



The School Support Team

- Resource/Support Teacher
- Counselor
- Principal
- Vice Principal
- Educational Assistant
- Inclusive Education Consultant
- Psychologist
- Speech/Language
- Others

Indirect & Collaborative Support

The Role of the Support Teacher

- **The priority:** Supporting Teachers & Supporting Students
- **Flexible** – will vary over the school year
- However, the **focus** is supporting teachers to identify and deal with instructional issues in the “inclusive classroom” and thus support student learning.

✓ ***COACHING...CO-TEACHING... INTERVENTION...***



SPENDING TIME Helping Teachers

The Role of the Resource Teacher in an Inclusive Setting



Professional learning for teachers and other school staff



Focus on Instruction for diversity

“Universal Design for Learning”



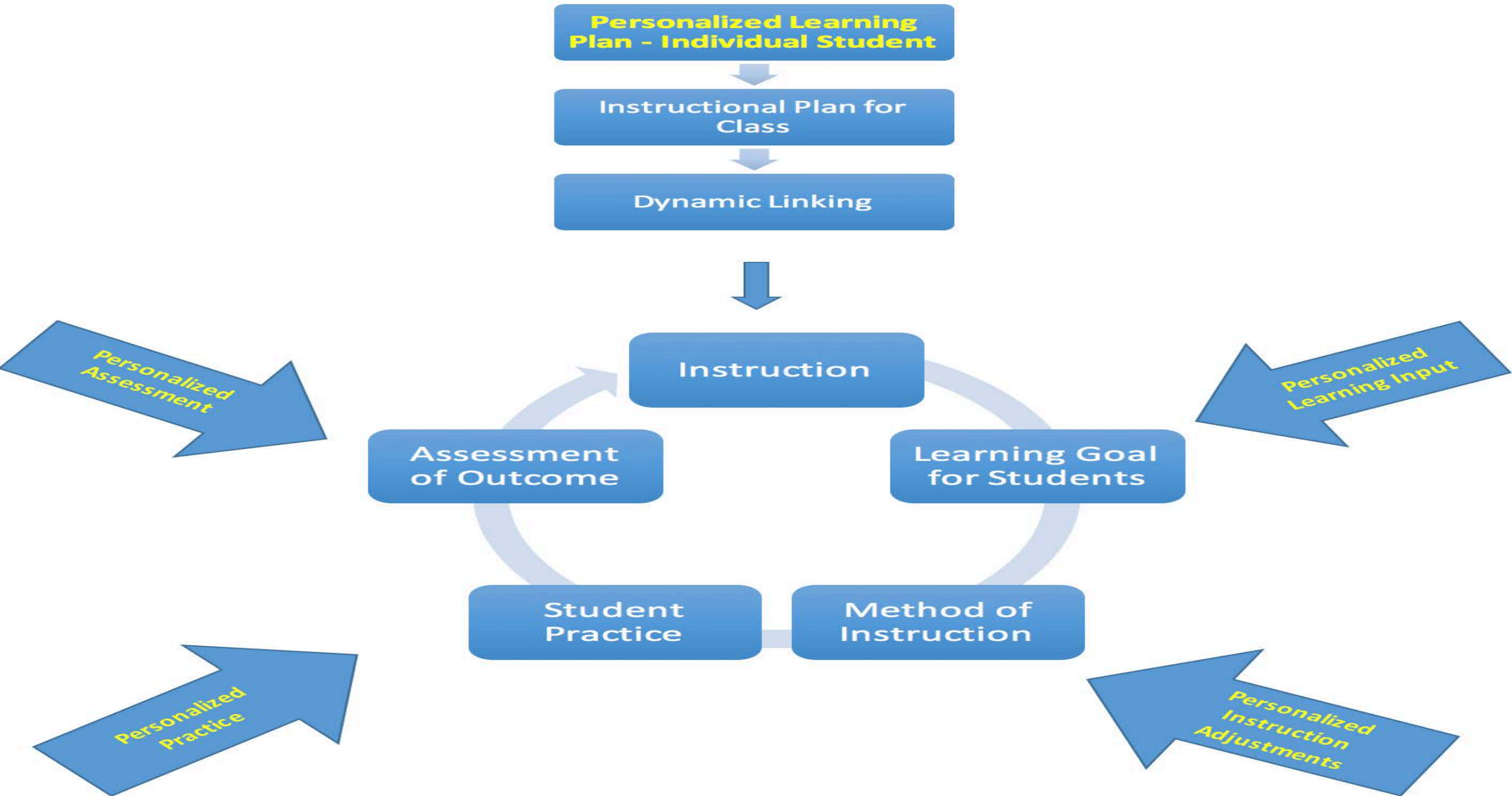
4.PERSONALIZATION:

Ensuring student support

The Path to Personalization

- Planning for individual needs
- Accommodating diverse needs
- Using the common learning environment
- Individualizing when needed
- Ensuring exceptions are exceptional

SCHEMATIC OF PERSONALIZED LEARNING PLAN AND CLASSROOM INSTRUCTION



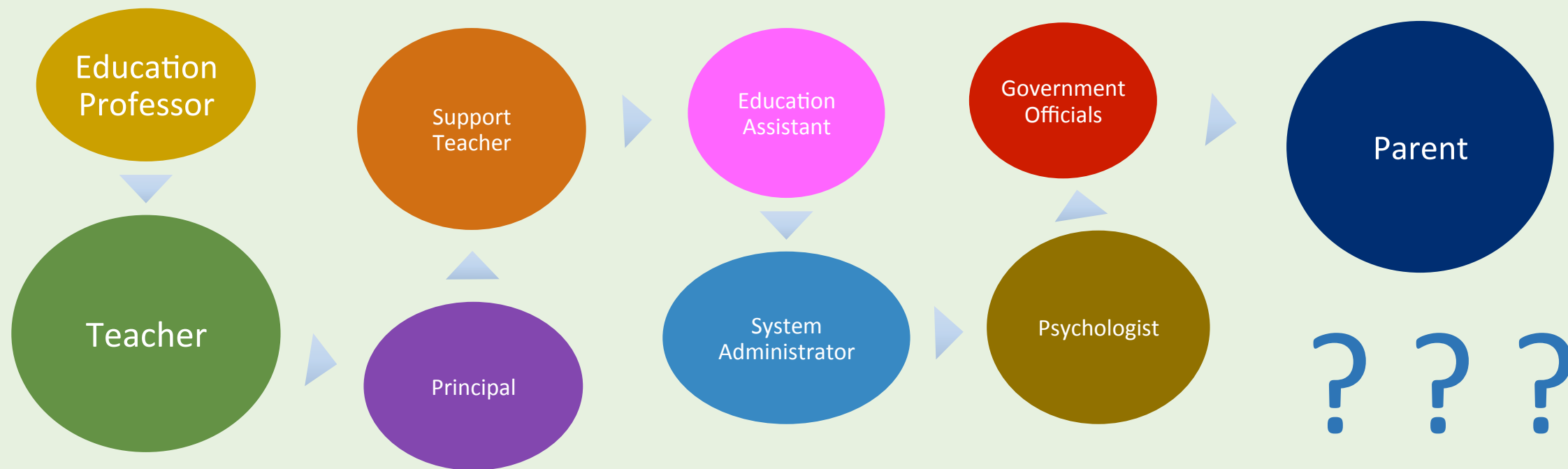
What is the single most critical factor in making inclusion successful?



- the Special ingredient -
Of inclusive education?



Critical Players ...



... the special ingredient ?



... the special ingredient ...

... PEERS ... other children

... day after day after day ...











Members of the Ontario College of Teachers demonstrate care for and commitment to students.













Social Capital

What is 'Social Capital' ?

- The fabric of our connections with each other.
- The collective value of our “social networks” [who people know] ...
- ... and our will to do things for each other [norms of reciprocity].

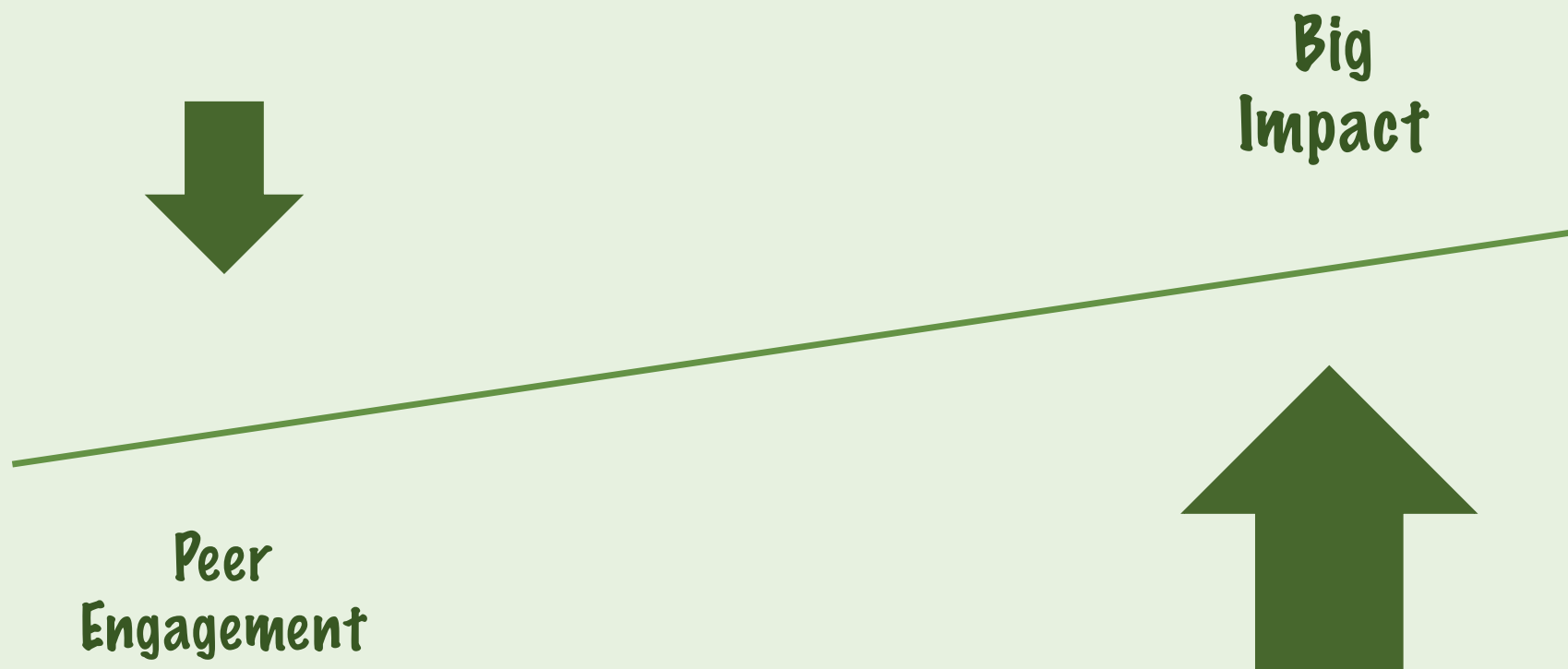
Who needs Social Capital?

- We all do.
- People with disabilities need it more than most
- An essential way to get it is through inclusive education.



**Social
Capital:
If not in
school?
WHEN?**

How does 'Social Capital' work?



5. SCHOOL CULTURE:

**Fostering collaboration,
partnerships and problem-solving**

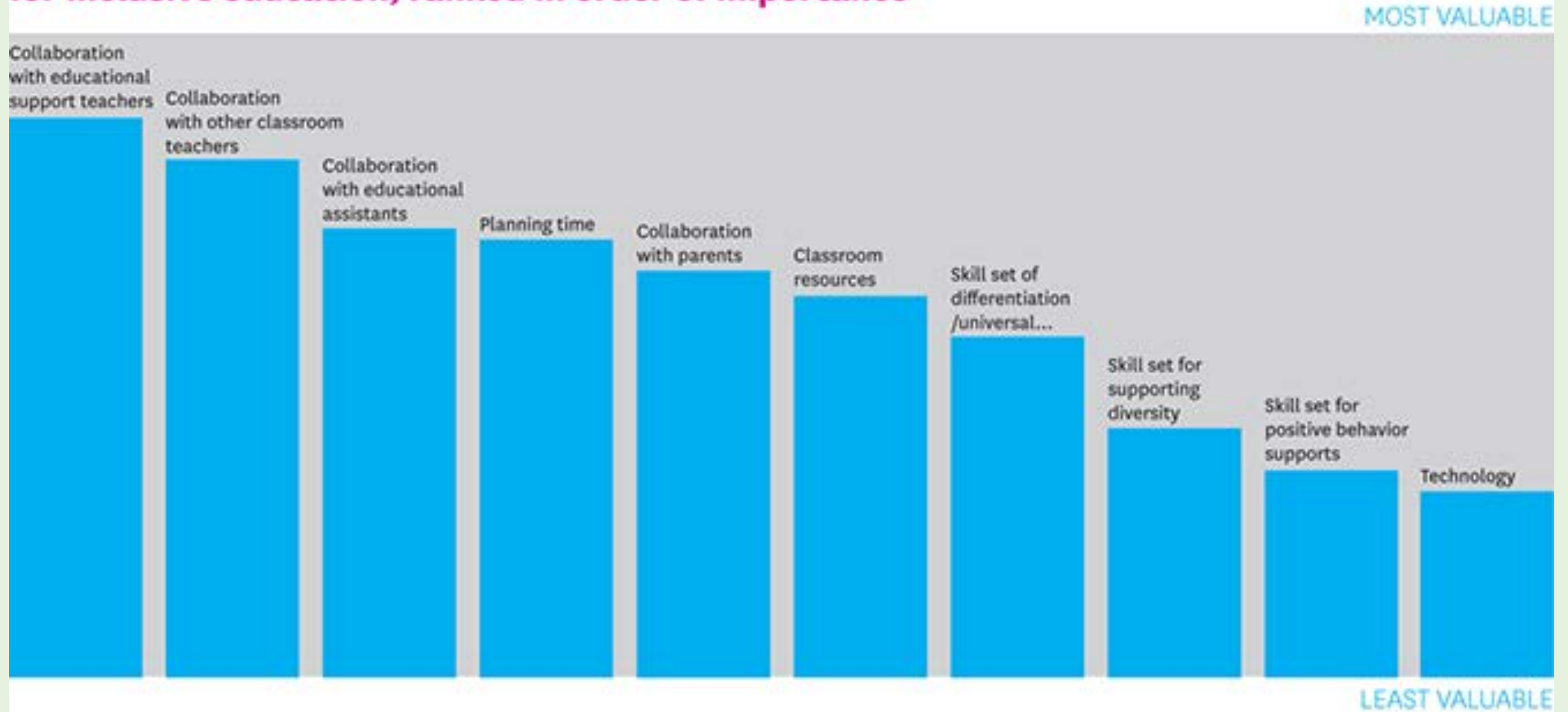


Collaboration

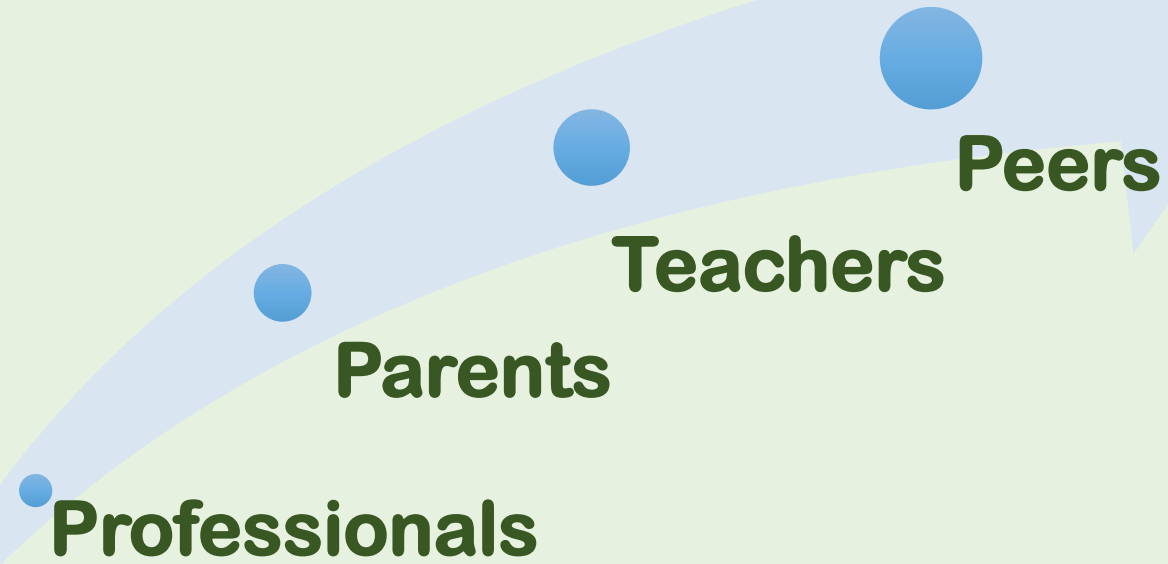


What teachers told us - 5,000 NB Teachers – Oct. 2012

Graph 2. Supports that teachers think are most valuable for inclusive education, ranked in order of importance



Partnerships



Parents Vision



Problem-solving ...

WHAT WE WANT TO CREATE ...

**... a culture of collaboration focused
on identifying and solving problems**



Teachers and Inclusion ...

- In the most challenging situations, we can all feel powerless – collaboration can help.
- Teachers and others with different backgrounds add to the range of possible strategies that can be considered.
- While ownership and control stays with the classroom teacher, as much support and assistance as possible should be made available.

VIDEO: Teachers Helping Teachers

A 30 minute problem-solving
model to support teachers



A Model to Promote Collaboration – Teachers Helping Teachers:

A structured time-limited problem-solving meeting can be the quickest way to see a plan develop for the student.



Available @
www.inclusiveeducation.ca

Video and Manual

- **English:** Teachers Helping Teachers
- **French:** Enseignants aidant les enseignants
- **Spanish:** Maestros en Ayuda de Masetros

Final word ...

Inclusive schools:

- Better serve their communities;
- Are for all children;
- Are worth working for;
- Make a difference.



SLIDES ON WEBSITE:
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Inclusion International: The Catalyst for Inclusive Education

Merci

Gracias

Thank You