



Let's Chat... about Inclusive Education



Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler



Guest:
Tim Loreman
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Tim Loreman is Concordia University of Edmonton's President and Vice Chancellor and a Professor in the Faculty of Education. Before joining Concordia in 2003, Dr. Loreman was at Monash University in Melbourne, Australia, where he completed his PhD. Prior to that he was an elementary and junior high school teacher in Melbourne, Australia and Edmonton, Alberta.

Tim Loreman, PhD., is Concordia University of Edmonton's 8th President and Vice Chancellor, taking on the role in January of 2017. He has been at CUE since 2003 as a Professor in the Faculty of Education, and during this time served in various roles including Dean of Research and Faculty Development, and Vice-President Academic and Provost.

He is widely published, and his research interests include inclusive education, teacher education, and pedagogy. His research work has attracted funding from major local and international granting agencies and has been recognized with awards from academic publishers and community groups. He was the recipient of Concordia's *President's Research Award* (now the Gerald S. Krispin Research Award) in 2016. In 2010 he was a *Senior Visiting Research Fellow* at the University of Bologna in Italy, and since then has also held visiting professorships at the Hong Kong Institute for Education and Queens University, Belfast.

President Loreman was founding editor of the *International Journal of Whole Schooling* and completed a term as co-editor of *Exceptionality Education International*. He has been active in supporting inclusive education in Alberta and is a member of ***Inclusive Education Canada's Network of Associates***.

Key Issues in this Chat Session:

- 1. We Can Do Better than Special Education:** Through firsthand experiences teaching within the special education model, Tim began to question the “watered-down” curriculum and lack of social interaction provided to students with barriers to learning. With exposure to inclusive education, Tim became aware of the potential beyond the special education model and has been involved in research and the movement towards inclusion since then.
- 2. At a Stand Still:** In Tim’s opinion, little progress has been made toward inclusive education on a systemic level in the province of Alberta (and beyond) in the last thirty years. There has been a preoccupation with defining inclusion and this has hindered the strides that could have been made towards inclusive education.
- 3. Inclusion is the First to Go:** During the pandemic, schools in Alberta let go many of the staff who provided classroom support to students experiencing barriers to learning. These staff members were the first to go when the boards faced operational challenges. Consequently, students with disabilities were disproportionately affected by staff cuts during the pandemic. It will take some time for this to be corrected.
- 4. Disconnect between Research and Practice:** Tim points to the lack of communication between researchers and practitioners. This failure of university-based researchers and teachers in elementary, middle, and secondary schools to work together is one of the reasons why inclusion has not improved significantly in recent years. Tim asserts the need for researchers to do a better job of getting into schools and conducting research while collaborating with practitioners.
- 5. Kindness is Key:** In his role as the President and Vice Chancellor of Concordia University of Edmonton, Tim promotes the importance of kindness and respect. They are critical factors in fostering inclusion and student success in an institution of learning, including at the post-secondary level. As the leader, Tim expects all members of the university community to be kind and empathetic to one another and he accepts nothing less!

Potential Discussion Questions (before viewing):

1. How do you define inclusion and more specifically, inclusive education?
2. In your opinion, do you think students experiencing barriers to learning were disproportionately affected by the pandemic and the resulting disruptions to education delivery?

Potential Discussion Questions (after viewing):

1. Do you think collaboration between inclusive education researchers and practitioners is possible? If so, how might it be strengthened?
2. Do the organizations you are involved in promote the importance of kindness and respect in the way Tim does at Concordia University in Edmonton? How can you promote this through your day-to-day actions? How can teachers and students enhance these values in schools?

More from Tim Loreman:

- Goldan, J., Lambrecht, J. & Loreman, T. (Eds.). (2021). Resourcing Inclusive Education. International perspectives on inclusive education (Vol. 15). Bingley, UK: Emerald.
- Sharma, U., Sokal, L., Wang, M., & Loreman, T. (2021). Measuring the use of inclusive practices amongst pre-service teachers. *Teaching and Teacher Education*, 107,10356. <https://doi.org/10.1016/j.tate.2021.103506>
- Bradford, B., Trudel, L. E., Katz, J., Sokal, L., & Loreman, T. (2021). Promising practices for preparing Canadian pre-service teachers for inclusive classrooms: Analysis through a transformative lens. *International Journal of Inclusive Education*. doi: 10.1080/13603116.2021.1882058
- Lim, C.Y., Loreman, T., Majid, R.A., & Alias, A. (2019). The Dispositions Towards Loving Pedagogy Scale: Instrument development and demographic analysis. *Teaching and Teacher Education*, 86, 102884. <https://doi.org/10.1016/j.tate.2019.102884>
- Loreman, T. (2017). Pedagogy for inclusive education. *Oxford Research Encyclopedia of Education*. DOI: 10.1093/acrefore/9780190264093.013.148 <http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-148>
- Loreman, T., McGhie-Richmond, D., Kolopayvea, A., Tarenchenko, O., Mazin, D., Crocker, C., & Petryshyn, R. (2016). A Canada-Ukraine collaborative initiative for inclusive education in Ukraine: Participant perspectives. *School Effectiveness and School Improvement*, 27(1), 24-44. DOI: 10.1080/09243453.2015.1018912.
- Deppeler, J., Loreman, T., Smith, R., & Florian, L. (Eds.). (2015). *Inclusive pedagogy across the curriculum. International perspectives on inclusive education*. Bingley, UK: Emerald.
- Forlin, C., & Loreman, T. (Eds.). (2014). *Measuring inclusive education. International perspectives on inclusive education (Vol 3)*. Bingley, UK: Emerald.



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