

INCLUSION MATTERS

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All children have an
entitlement to education

All children have the capacity
to make progress





Policies

Teaching
practices

Infrastructure

Resources

Societal and
community
values



The global situation



CONVENTION ON THE RIGHTS OF THE CHILD



Adopted by the General Assembly on the
United Nations on 20 November 1989





'Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all.'



- 12 years of publicly-funded quality primary and secondary schooling for all
- Equal opportunities for all to access education and to learn, paying particular attention to vulnerable groups
- Relevant and effective learning outcomes, including, at a minimum, foundational literacy and numeracy skills that provide the building blocks for further flexible lifelong learning opportunities.



EQUALITY

EQUITY



Some stark facts:

In some countries, it will take another 2 generations to secure universal primary education

263 million children and young people remain out of school

Around 40% of people are not taught in a language they speak or fully understand

100 million children leave school without having learnt the basics

Why does inclusion matter?

Improving these figures would:

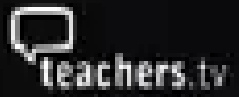
- Reduce working poverty
- Reduce crime in cities
- Improve gender equality
- Improve health and reduce fertility rates
- Help us keep up with demand





Think of a time when you felt included in a group or an activity. How did this make you feel? How did you behave?

Think of a time when you felt **ex**cluded from a group or an activity. How did this make you feel? How did you behave?



What do we mean by inclusion in schools?



“Every child
included”

“Education
for all”

“No child
left behind”



“More schools meeting the needs of more children”





It is not a destination at which we arrive, it's a road upon which we travel

How can we become more inclusive?



What are the essential components of an inclusive school or classroom?



Securing availability of provision:

ACCESS

Ensuring what is being accessed is relevant & empowering:

ENGAGEMENT



ACCESS

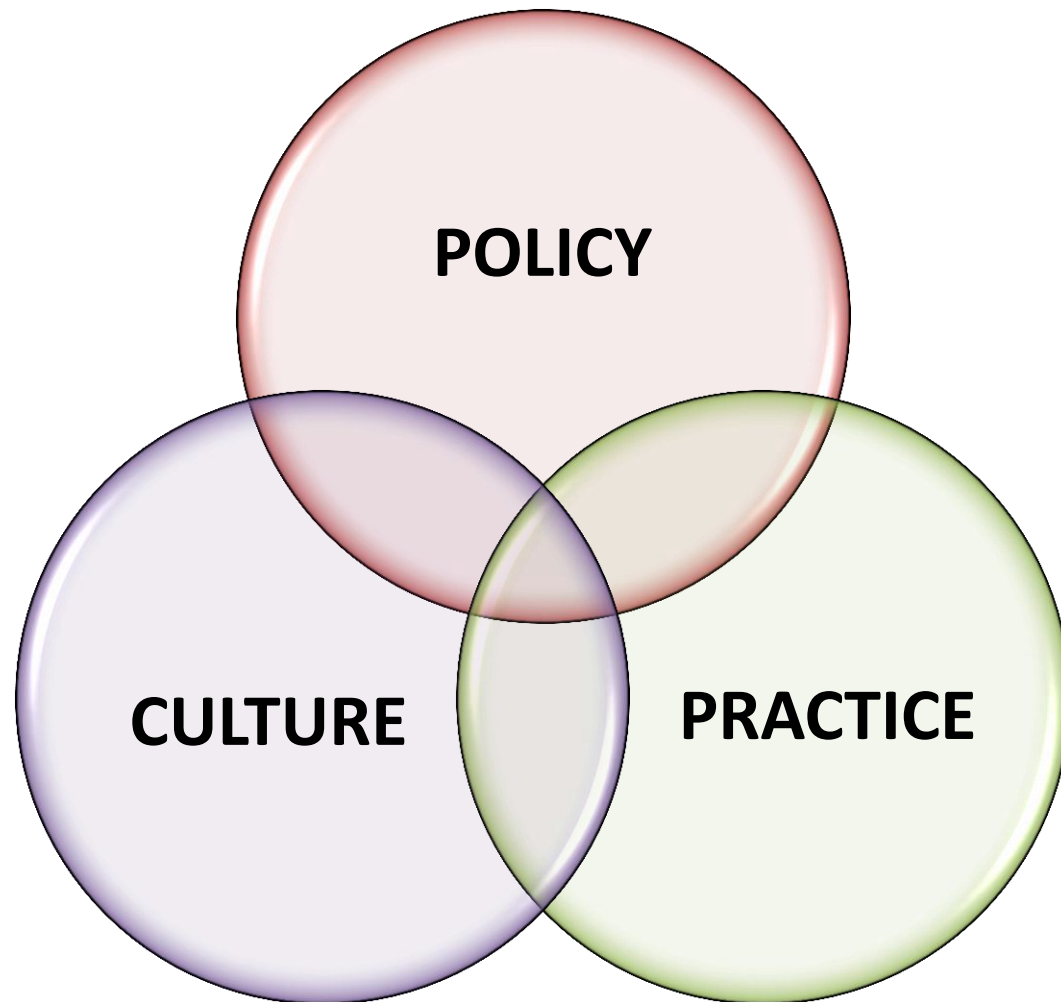
ENGAGEMENT

Access and engagement are the two major components of an inclusive school or classroom.

They should be the basis of how you evaluate your inclusive provision and how you monitor its success.



Access and engagement are not necessarily finance-driven solutions. They can be equally driven by innovation and creative thinking.



POLICY



ACCESS

The policy bit

POLICY

Our school
policy is...



What this child
needs is...

So what's needed?

Leaders at all levels with:

- Clear, strong core values around inclusion
- Clarity of vision and the ability to communicate it
- High-trust, supportive relationships with teachers, students and families
- The commitment to walk their talk
- Tenacity and perseverance

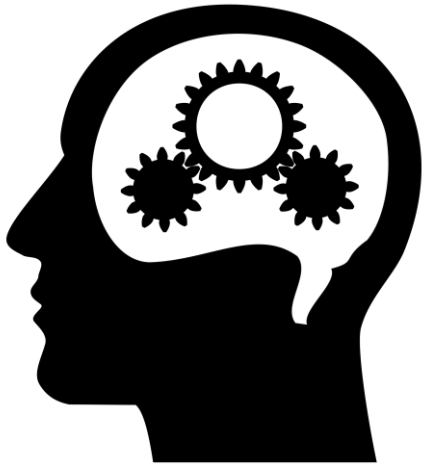
PRACTICE



ENGAGEMENT

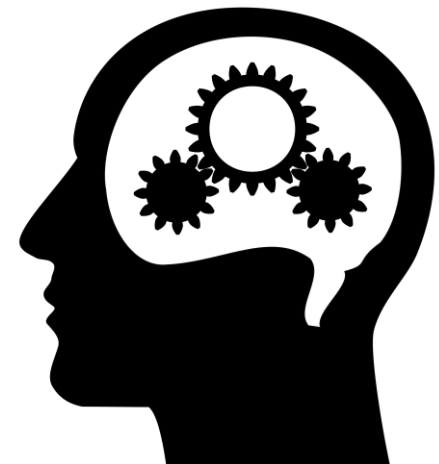
The practice bit

PRACTICE



PRACTICE

- Teaching and learning – how and what
- Classroom organisation and management
- SEND
- Assessment for learning
- Where to go for help
- Policy and law





PRACTICE

- Confidence to try different strategies
- Intensive professional development that supports *doing* (not just *knowing*)
- Good relationships with students and families
- Modelling
- Tenacity and perseverance



PRACTICE

- All children can learn and are worth educating



- I have the capacity to make a difference



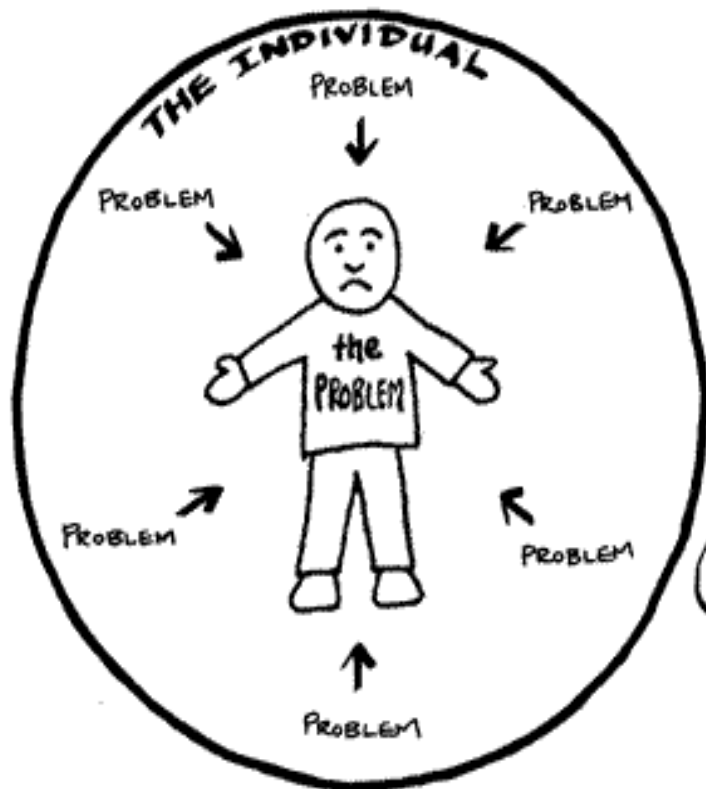
The pervading **attitudes** towards inclusion in the school or organisation.

The extent to which **behaviours** support or undermine the development of inclusive practice at system & school level.

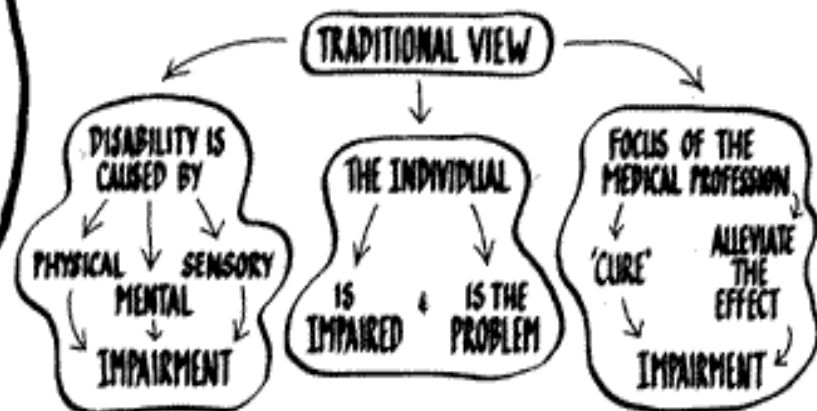
The will and **commitment** in the school or organisation system that pushes the inclusion agenda forwards.

CULTURE

THE MEDICAL MODEL OF DISABILITY

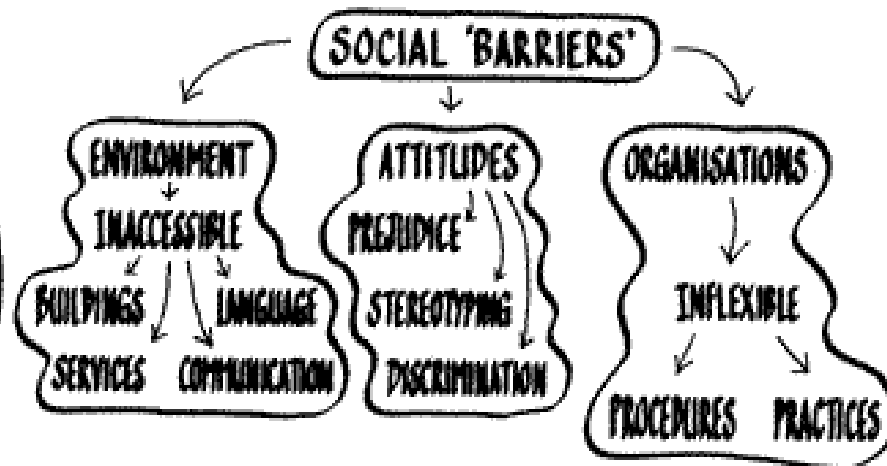
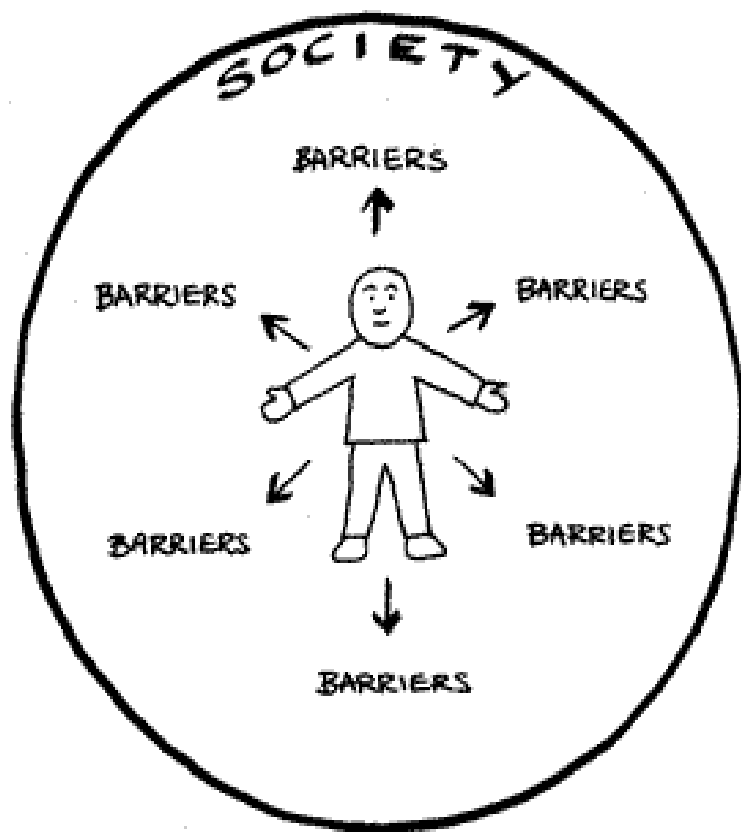


IMPAIRMENTS AND CHRONIC ILLNESS
OFTEN POSE REAL DIFFICULTIES BUT
- THEY ARE NOT THE MAIN PROBLEMS



CULTURE

THE SOCIAL MODEL OF DISABILITY





CULTURE

| MEDICAL MODEL THINKING | SOCIAL MODEL THINKING |
|--------------------------------------|---|
| Child is faulty | Child is valued |
| Diagnosis and treatment | Removal of barriers |
| Labeling and categorisation | Acceptance of individual |
| Inputs identified and delivered | Outcomes identified and planned |
| Therapy programmes are central | Resources are made available to ordinary services |
| Segregation and alternative services | Fully integrated services |
| Professionals identify needs | Individual rights are expressed |
| Isolation is perpetuated | Diversity welcomed, child is included |
| Society remains unchanged | Society evolves |

| Medical Model question | Medical Model answer | Social Model question | Social Model answer |
|---|--|---|---|
| How can we help this child with learning difficulties to access the curriculum? | Provide 1:1 classroom support | How can we adapt the curriculum to meet this child's needs? | Work on pedagogy in the classroom and extending the range of the curriculum |
| How can we change this child's hyper-active behaviour so he can fit in ? | Give him Ritalin or other medication | What can we do better to understand and support the behaviours of this child? | Provide training on positive behaviour management and introduce systems across the school |
| How can this child with a significant vision loss be expected to learn in a mainstream classroom? | Look for alternative, specialist provision | How can our school become more 'vision friendly'? | Source expertise in the area to provide training for all the school community |

CULTURE



Considering your current situation, which model underpins your policy, practice and culture?



CULTURE



**Unconscious
bias**

Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

University of Warwick

CULTURE

Who holds the power?

Who makes the rules?

Who carries them out?

Who do they benefit?



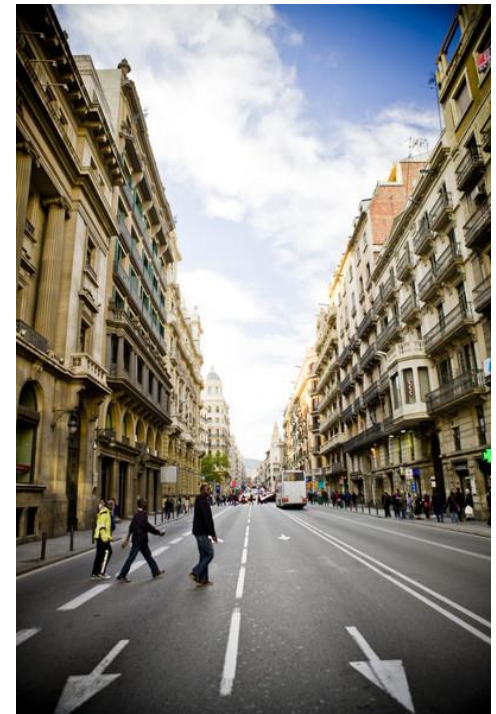
**Social relationships
and power**

CULTURE



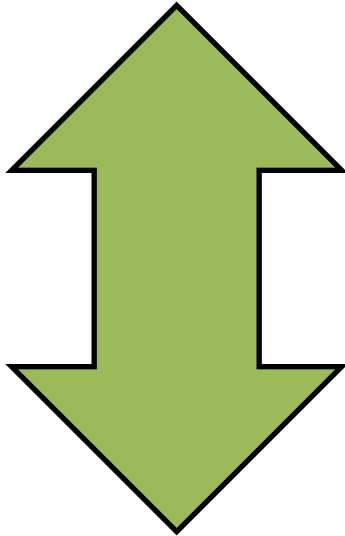


Everyone needs to be clear about the definition of inclusion and understand that it is a process and not a destination.



**Inclusion
this way!**

ACCESS



ENGAGEMENT

Access & engagement are the guiding principles.

It is important to recognise what obstacles are in the way and how to overcome them.

Culture is key.

In particular, social models of thinking are better than medical models bringing about more sustainable change.



“If you want change, you have to be an agent of change.”

Primary school teacher, Malawi, 2017



