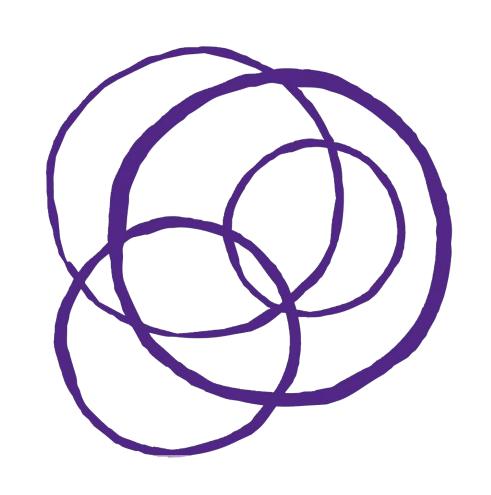


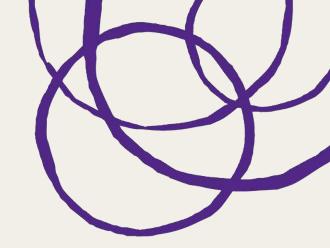
CONNECTINGCLASSROOMS

Inclusion matters

Siân Williams







All children have an entitlement to education

All children have the capacity to make progress



Infrastructure

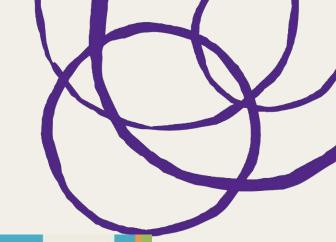
Societal and community values



Teaching practices

Resources

The global situation





CONVENTION ON THE RIGHTS OF THE CHILD











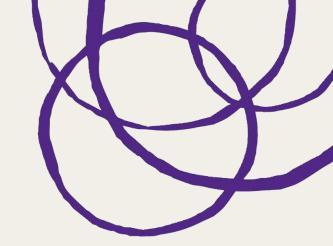
Adopted by the General Assembly on the United Nations on 20 November 1989





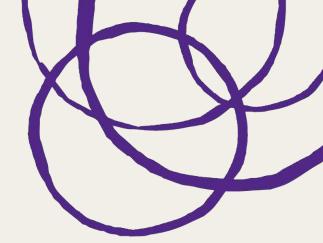






'Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered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

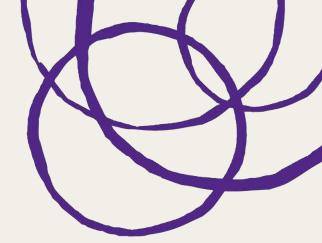


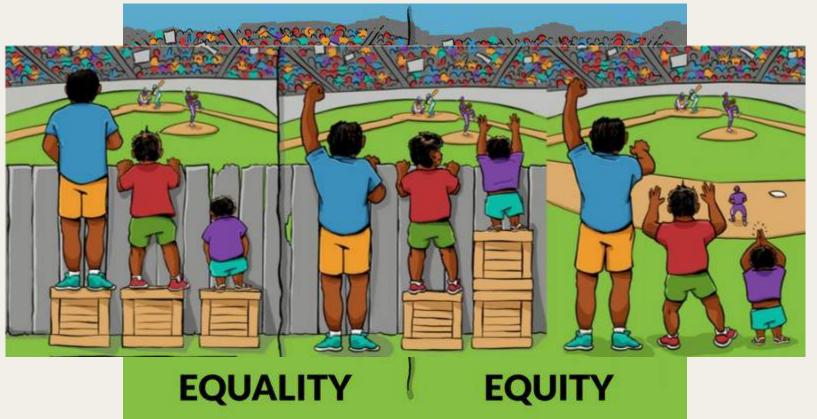


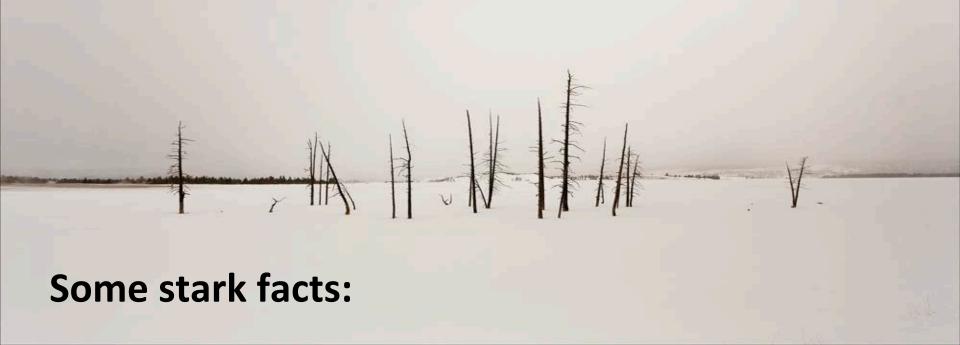
 12 years of publicly-funded quality primary and secondary schooling for all

 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.







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

263 million children and young people remain out of school

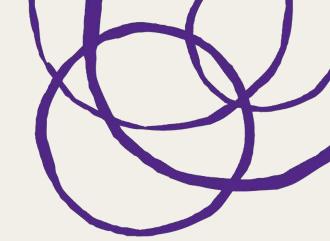
Around 40% of people are not taught in a language they speak or fully understand

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

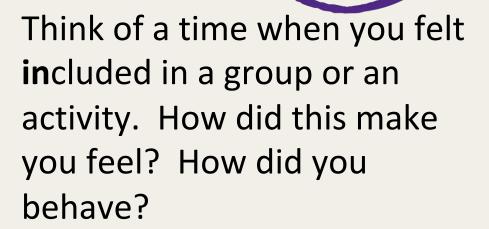










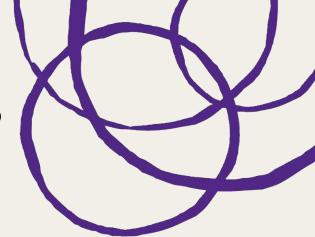


Think of a time when you felt **ex**cluded from a group or an activity. How did this make you feel? How did you behave?





What do we mean by inclusion in schools?



"Every child included"

"Education for all"

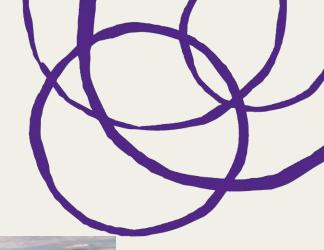
"No child left behind"





"More schools meeting the needs of more children"





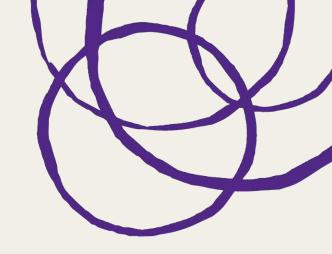


It is not a destination at which we arrive, it's a road upon which we travel

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

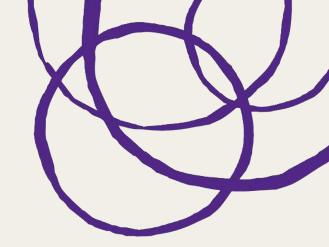


ACCESS

ENGAGEMENT

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

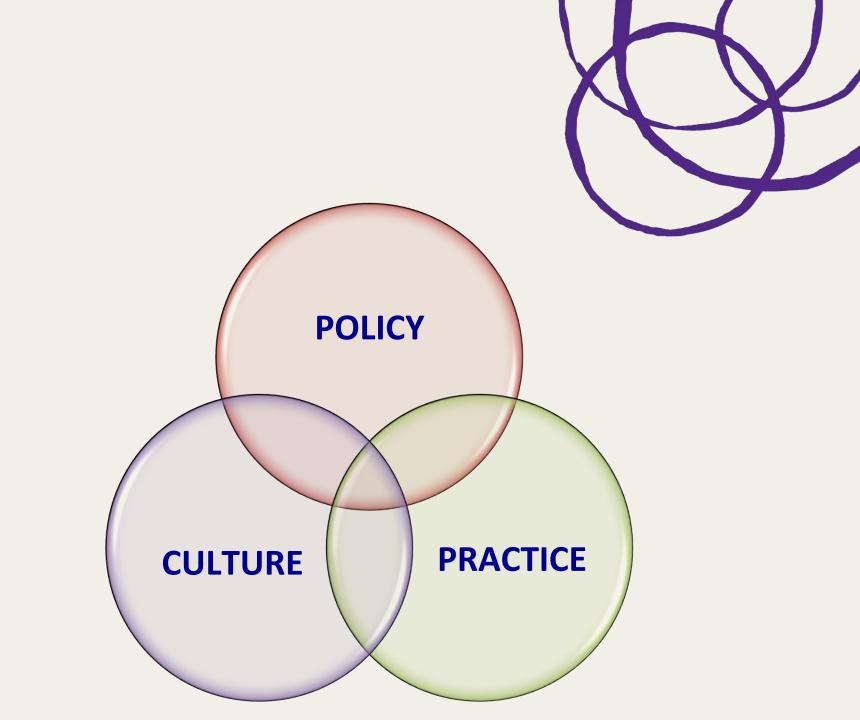
They should be the basis of how you evaluate your inclusive provision and how you monitor its success.



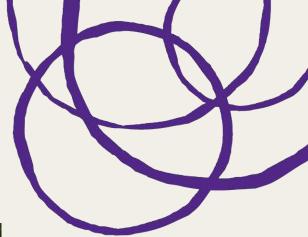


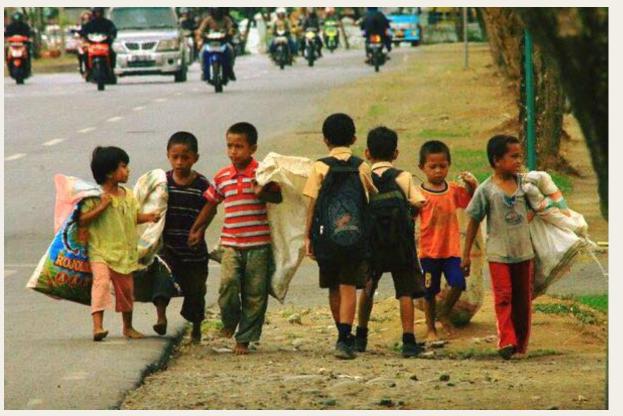
Access and engagement are not necessarily finance-driven solutions.

They can be equally driven by innovation and creative thinking.





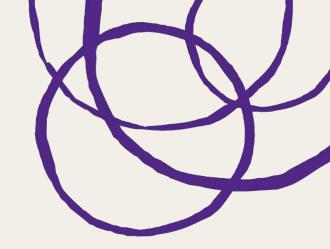




ACCESS

The policy bit



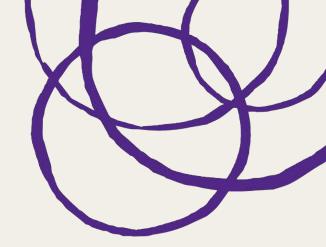


Our school policy is...



What this child needs is...



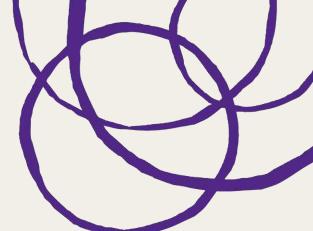


So what's needed?

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



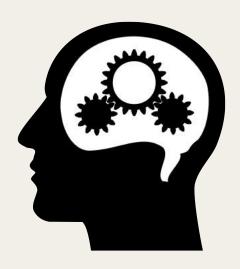




ENGAGEMENT

The practice bit





Knowing



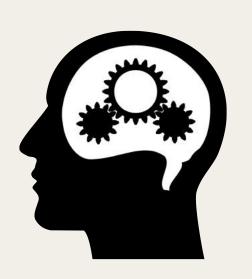
Believing



Doing



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

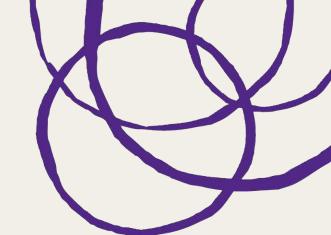




- Confidence to try different strategies
- Intensive professional development that supports doing (not just knowing)
- Good relationships with students and families
- Modelling
- Tenacity and perseverance



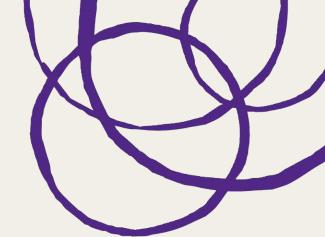




All children can learn and are worth educating



I have the capacity to make a difference





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

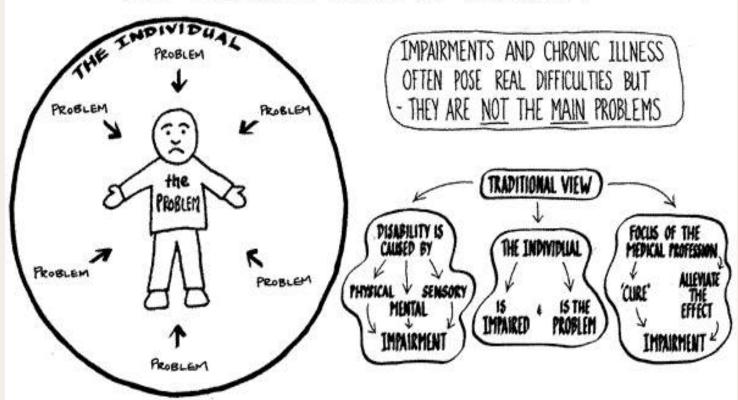
The extent to which **behaviours** support or undermine the development of inclusive practice at system & school level.

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

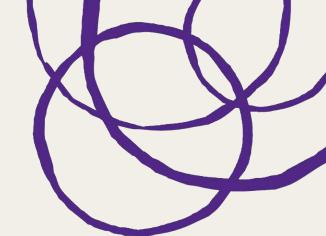




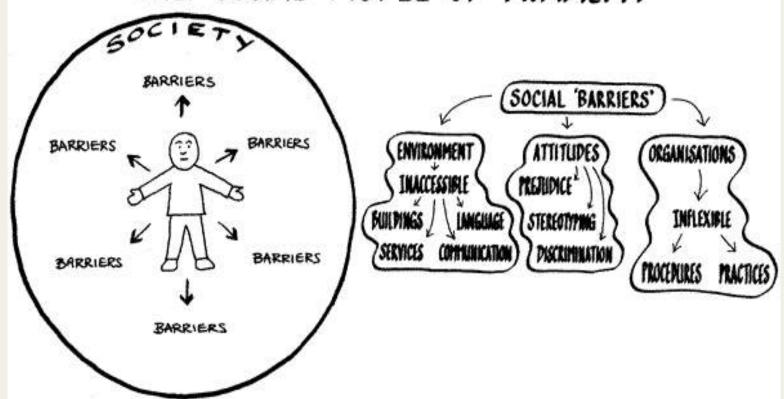
THE MEDICAL MODEL OF DISABILITY







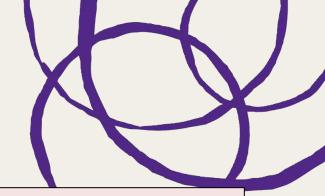
THE SOCIAL MODEL OF DISABILITY



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	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

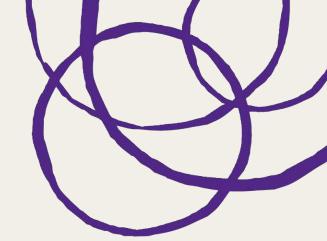
classroom?





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	

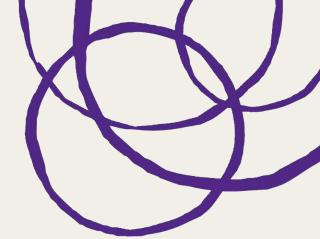






Considering your current situation, which model underpins your policy, practice and culture?





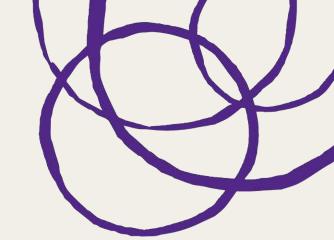


Unconscious bias

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





Who holds the power?

Who makes the rules?

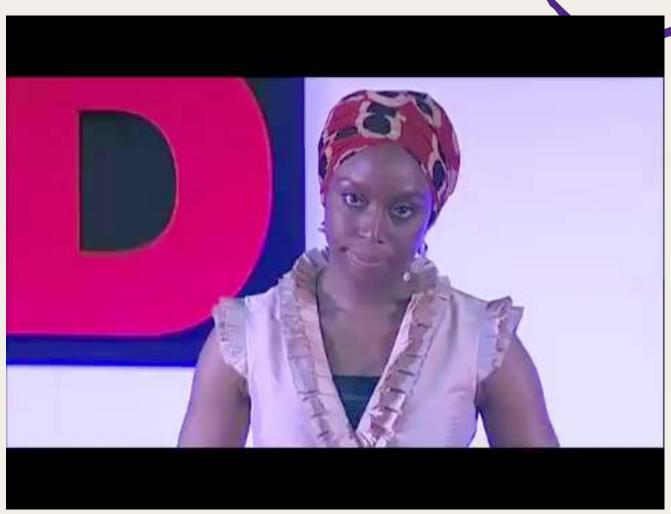
Who carries them out?

Who do they benefit?

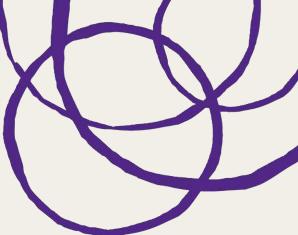


Social relationships and power

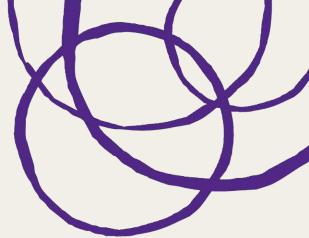






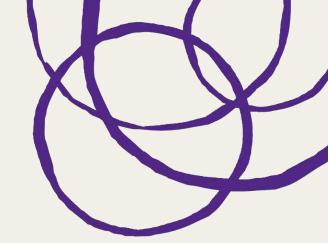


Everyone needs to be clear about the definition of inclusion and understand that it is a process and not a destination.

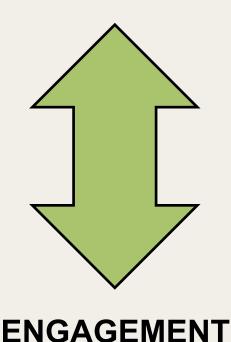




Inclusion this way!



ACCESS



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.

© Mat Wright

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

Primary school teacher, Malawi, 2017



