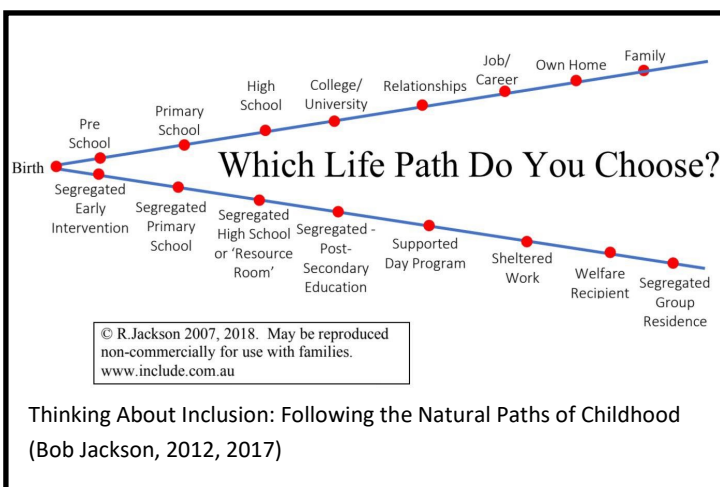


Why Inclusive Education?

A guide to the definition, the evidence, and useful resources.

Why Inclusive Education?

- Children with disabilities develop better academic, social and communication skills in an inclusive school environment
- Non-disabled peers in the classroom develop improved self-concept, social awareness and personal values, and demonstrate improved behaviour, and reduced fear of difference
- Teachers become better at teaching effectively and catering to the diverse needs of all students in their classroom
- It is a human right, enshrined in the UN Convention on the Rights of Persons with Disabilities. The Disability Discrimination Act 1992 protects individuals with disability from discrimination when enrolling and attending a regular school education, and the Disability Standards for Education 2005 support the right of students with disability to participate in education 'on the same basis' as other students, with 'reasonable adjustments' provided.



Resources:

'I Choose Inclusion' and others from CRU at <http://thegoodlife.cru.org.au/getting-started/#education>
Disability Discrimination Act 1992, and Disability Standards for Education 2005, easy to understand guide: <https://parentguide.nccd.edu.au/>
'Starting with Julius' blog about the UN Convention on the Rights of Persons with Disabilities, Article 24 (Education) and General Comment no.4 on the Right to Inclusive Education: <http://www.startingwithjulius.org.au/un-committee-clarifies-right-to-inclusive-education/>

What is Inclusive Education, and what is it NOT?

- being in the classroom with their peers all day, every day; **NO frequent pull-outs**
- accessing and being supported to actively participate in recess/lunchtime activities, camps, excursions, extra-curricular activities alongside peers; **it is NOT being given alternate activities and options with other students with disabilities**
- being taught by the classroom teacher, seated appropriately within the class, with an aide support facilitating access to core curriculum activities that are appropriately adjusted, with a view to foster student independence as much as possible; **it is NOT being taught by an aide, seated to the side or back of the class, or working on a 'special' separate curriculum/program**
- being included regardless of individual ability, and valued as a member of the class; **it is NOT just being allowed to participate if able to 'keep up' with the rest of the class (NOT integration). It is NOT doing the child with a disability a 'favour'**

What does Inclusion look like?

- diversity is valued
- every class member's contribution to the class is expected and welcomed
- every child is expected to progress academically and socially
- every child is seen as having an unwritten future
- every student is engaged and learning every day
- every child is presumed competent
- teachers see catering to the diverse learning needs in their class as an inherent part of their typical role
- having children with disabilities in every classroom is an ordinary experience

Resources:

'The Inclusive Class': <http://www.theinclusiveclass.com/2019/03/free-download-of-is-it-inclusion.html>
'Inclusion Toolkit for Parents': <http://allmeansall.org.au/for-parents/>

Where to find HOW to do Inclusive Education:

Inclusive Education in Queensland:

- Videos of inclusive practice in schools are available on the Queensland Government's Department of Education website: <https://education.qld.gov.au/students/students-with-disability/showcasing-good-practice-in-queensland-state-schools>
- Check out their Inclusive Education policy: <https://education.qld.gov.au/students/inclusive-education>

Australian resources:

- 'All Means All' Australian Alliance for Inclusive Education: www.allmeansall.org.au
Check out their [Parent Toolkit](#) and their [Educators Toolkit](#).
They also run SIPN (for parents) and SINE (for educators) Facebook groups.
- 'School Inclusion from Theory to Practice' by Loren Swancutt: www.school-inclusion.com
An inclusive education blog by a Queensland teacher, including many resources and practical examples
- 'Include' Inclusion through skills development: www.include.com.au
Check out their 'Families and Resources' page.

Non-Australian websites full of practical ideas to support Inclusive Education:

www.theinclusiveclass.com
www.paulakluth.com
www.inclusiveschooling.com
www.fivemooreminutes.com

In their advocacy role, parents may find it helpful to be familiar with:

- Nationally Consistent Collection of Data on School Students with Disability: <https://www.nccd.edu.au/tools/fact-sheet-parents-guardians-and-carers>
- Australian Curriculum: <https://www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-with-a-disability/>
- Australian Professional Standards for Teachers: <https://www.aitsl.edu.au/teach/standards>
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 Strategies to support full participation of students with disability
- Community Resource Unit: 'Families for Inclusive Education' (FFIE): <https://cru.org.au/families-for-inclusive-education/>
Expanding Ideas; Creating Change. CRU supports QCIE and helps inform families about Inclusive Education through various events and workshops. They also have a wide range of online resources.
Check out their 'Events' page and get on their mailing list.

Queensland Collective for Inclusive Education:

www.qcie.org
www.facebook.com/qldcollectiveforIE
www.twitter.com/QLDCollectiveIE

QCIE Peer Support Network—A Closed FB Group for Parents/Carers:
<https://www.facebook.com/groups/1320552531366035/>