

SUDENTS WITH DISABILITIES IN REGULAR SCHOOLS

Welcoming Schools



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The views expressed in this document are those of the authors and do not necessarily reflect those of UNESCO.

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Preface	4
Background	6
What does this mean for you?	7
Welcoming Schools	8
Welcoming Stories	11
Aboabo Salvation Army Kindergarten and Primary School, Ghana	12
Al-Husna' School, Palestine	13
Andrés Avelino Càceres, Peru	14
Bishop Willis Demonstration School, Uganda	15
Bonella Secondary School, South Africa	16
Dornod No 4 School, Mongolia	17
Fläming Grundschule, Germany	18
Gyermekék háza, Hungary	19
Kingston High School, Australia	20
Longlin Primary School, China	21
Miranda do Corvo School, Portugal	22
Navyug School, India	23
St Stephen's Primary, Lesotho	24
Sumalao School, Chile	25
Woodstock Centennial Elementary School, Canada	26
Getting Practical	27
Welcoming schools	28
Welcoming classrooms	30
Welcoming curriculum	32
Workshops	34
Workshop One: Developing shared values	34
Workshop Two: Developing welcoming curriculum	35
Workshop Three: Reviewing school plans and policies	40
Further Reading	41

PREFACE

This document is about communities, teachers and children working together to minimise barriers to learning and promote the inclusion of all children in school.

It is constructed from the voices of a group of teachers from fifteen schools in different countries who have shared the experiences, classroom practices, successes and challenges faced as they made their classrooms more 'welcoming', more responsive to the learning needs of all children.

Schools and classrooms prepare children to be active participants in their communities, and so teaching practices need to reflect an understanding of diversity and equity, and the values and attitudes needed to create environments that are both welcoming and conducive to learning.

'Welcoming Schools: Students with disabilities in regular schools' has a focus on a specific group of children who are often disadvantaged in terms of equal opportunities. In the text, the term 'special educational needs' is used to refer to those children whose learning is seen by their teachers as a cause for concern. This may be because they have specific impairments (such as visual, hearing, motor, etc.) which present challenges to schools and teachers in terms of physical access as well as access to the curriculum. Teachers need to adapt the pace or mode of learning so that all children participate effectively in the curriculum.

Commonly the term 'special educational needs' is seen to refer only to a problem or a 'deficit' in learners, however, this is not what is implied in this document.

Students with disabilities are not a homogeneous group, they are as different from – and similar to – one another as any student is different from – and similar to the other. No two blind children are exactly alike, no two students with hearing impairment or intellectual disability are the same.

Barriers to learning arise from a multiplicity of inter-related factors, to do with schools, teachers, curriculum and resources. The teachers who collaborated on this project were aware of these relational factors. This is essential when developing inclusive schooling.

Inclusion calls for a respect of difference. It does not mean that we should cease to identify and refer to the disabilities of learners, or to provide particular kinds of support when and where needed. It does mean that we should cease perceiving learners as all being similar because they are referred to by the same term. A disability 'label' tells very little about how barriers to learning might be overcome. Inclusion helps to breakdown barriers in attitudes.



There are things that schools and teachers can do to make a difference. They can create positive learning environments and can change children's lives by ensuring that all children participate successfully in the learning process.

Each story reported in this document, has a message that could be meaningful to many teachers. Altogether, we hope that the experiences shared will be a source of encouragement to schools and teachers who are seeking ways to develop policies and practices which promote the inclusion and participation of all children in learning communities.

The section 'Getting Practical' provides concrete tips for the consideration of schools and teachers. We would like to underline, however, that while pedagogical orientations and applications cut across regions, when it comes to resources, materials and physical facilities, they have to be examined within the realities of the given context. But, welcoming schools first and foremost are not about equipment and fancy facilities but communities which recognise difference and support learning.

Education systems have an important role in supporting schools and teachers on their journey towards inclusive schools.

This document is part of UNESCO's efforts to disseminate the messages of the Salamanca Statement and Framework for Action to the heart of the education system – its teachers.

Quote:

My conviction is that I should work for all children including those with special needs. It has not been easy convincing my teachers, administration and also some parents but I have succeeded to some extent

Ms Tomar (India)

BACKGROUND

The idea of inclusive schooling is gaining ground in many parts of the world. A growing number of educators see inclusive schooling as the way of developing classrooms that cater for all children.

The Salamanca Statement adopted at The World Conference on Special Needs Education (1994), is informed by the principle of inclusion. It recognises **schools for all** as institutions which include everybody, support learning and respond to individual needs. The conference recognised the importance of achieving the goals of **Education for All**.

The intention of this text, 'Welcoming Schools: Students with disabilities in regular schools', is to assist educational communities to understand, practice and review ways of developing schools which include and respond to the diversity of learning needs of children. Stories from fifteen countries highlight communities working towards this aim.

The stories emphasise everyday practice, and we hear what teachers say and do to develop welcoming schools;

- ensuring access
- developing supportive school environments
- working together and in teams
- preparing for teaching and learning, and
- constructing the curriculum.

There are many ways school communities can foster **Education for All**. Schools and classroom teachers often create local, simple adaptations that are low cost. This diversity in approaches is a rich resource as we work to ensure access and equality in education.

Some school communities described in this text are working towards change and reform within the framework of their existing education systems; others are building new systems inclusive of all students. The stories emphasise that all children come to school with different skills and abilities. The teachers who tell their stories share a deep commitment to examine their values and beliefs. They share their struggle to create welcoming schools for all.

The text is intended to support professional learning. It may be used for individual learning or become the focus of professional development activities. A video accompanies the text.

WHAT DOES THIS MEAN FOR YOU?

Inclusive schooling, which aims to maximise educational outcomes for all students, involves critically examining teaching and learning practices. At the Navyug school in India, Ms Tomar says *I'm so proud (to see) teachers brainstorming, describing, analysing the... methods used in class the previous day.*

In welcoming schools, teachers share their values, beliefs and understandings about diversity and negotiate open and clear statements about schools for all.

At fifteen schools across a range of countries, teachers when including students in their classes asked questions like:

- How can local policies and legislation help?
- What policies exist in the school?
- Will I have to change my classroom practices?
- How can I plan for all students in my class?
- How do I know they are all learning?
- Who will support me?
- What learning will I need to do?



WELCOMING SCHOOLS

When developing welcoming school communities, teachers acknowledge the complex and contingent nature of education. Inclusive, welcoming schools look different from country to country, and from school to school within the same country.

These differences emerge from;

- cultural understandings and interpretations of difference;
- religious beliefs and values;
- legislative and policy practices supported by education systems, and
- resources available.

Through these stories it is possible to identify common efforts, understandings and practices which support inclusive schooling. We are reminded that inclusive schooling is an ongoing, never ending, evolving process. Being aware of beliefs and attitudes is the first step towards developing welcoming schools. Welcoming teachers believe that they are dealing with children, not with 'disabilities' or 'special educational needs'.

Ms Hiyyam (Palestine) says, *the (students) with special needs in my class are both obvious and not so obvious. The needs to be addressed include poor learning abilities, reading and writing problems, students with below-normal abilities, disabilities that affect mobility and social problems due to difficulties in the parental home...*, and Ms Gloria (Peru) admits that *to integrate a child with special educational needs wakes up a wide range of feelings which are sometimes contradictory...*

As Ms Judy (Australia) a parent says, *my child's inclusion is referred to as a shining example but I think it is a fragile and vulnerable success and I am ever vigilant. Its success depends on the interplay of so many variables and centres on a child who is constantly learning, growing and developing in an environment that is also changing. We need to acknowledge too that some of the success may come from the child!*

There are significant common understandings about welcoming schools across cultures unfolded from the stories. Welcoming teachers understand that;

- inclusive schooling does not mean that everyone should be treated the same
- students should receive appropriate support
- many students with disabilities and special educational needs start school from a position of disadvantage compared with other students
- providing appropriate equipment, procedures, resources and personnel is often essential to ensure inclusive schooling
- not all students with disabilities will require the school to provide them with special equipment or additional learning support staff. Many school modifications, where necessary, are often simple and low cost



- using teaching and learning approaches appropriate to the needs of all students often saves teaching time. Time requirements to support students with disabilities and special educational needs do not have to be burdensome
 - students with disabilities and special educational needs should have access to the main curriculum including the sciences, applied sciences and practical classes, mathematics and so on
 - students with disabilities and special educational needs have the same right as other students to aim for careers consistent with their goals, interests and abilities. They should be able to study in areas of interest and have similar choices to their class peers
 - 'difference' is relational and socially constructed, and
 - students' similarities to one another are much more significant than their differences.
- Four key shared beliefs held by welcoming teachers are;
- all children can learn
 - all children are different
 - difference is a strength, and
 - learning is enhanced through cooperation with teachers, parents and the community.

Quote:

The children in the classrooms begin kindergarten with children who have special needs. They only know a system which includes all children so they are very accepting of any differences between them.

Ms Heather (Canada)

TACHERS' VOICES

Here are some teachers' voices expressing these welcoming beliefs.

My convictions that I should work for all children including those with special needs were reaffirmed...

We continue with our mission towards building an inclusive society by including all children.

Ms Tomar (India)

Sumalao has worked under the belief that an education that is open to diversity would continually transform the pedagogical practices, giving way to a dynamic and comprehensive curriculum capable of meeting the needs of all children.

Ms Carla (Chile)

In other words, the teacher should regard the members of his class as being different from one another.

Ms Hiyyam (Palestine)

The purpose of schooling is to promote continuous learning both academic and social.

Ms Heather (Canada)

Uniqueness: Creating opportunities so that inter-personal relationships as well as all learning activities allow for the development of each student, according to his or her capacity, his or her interests, style and rhythm of learning and to the particular circumstances of his or her personal and social history.

Ms Guzmán (Chile)

The children in the classrooms begin kindergarten with children who have special needs. They only know a system which includes all children so they are very accepting of any differences between them.

Ms Heather (Canada)

This (move to inclusive schooling) has brought out a heterogeneous clientele of children with varied needs, talented children intermingling with other children including those with learning difficulties.

Ms Ahuja (India)

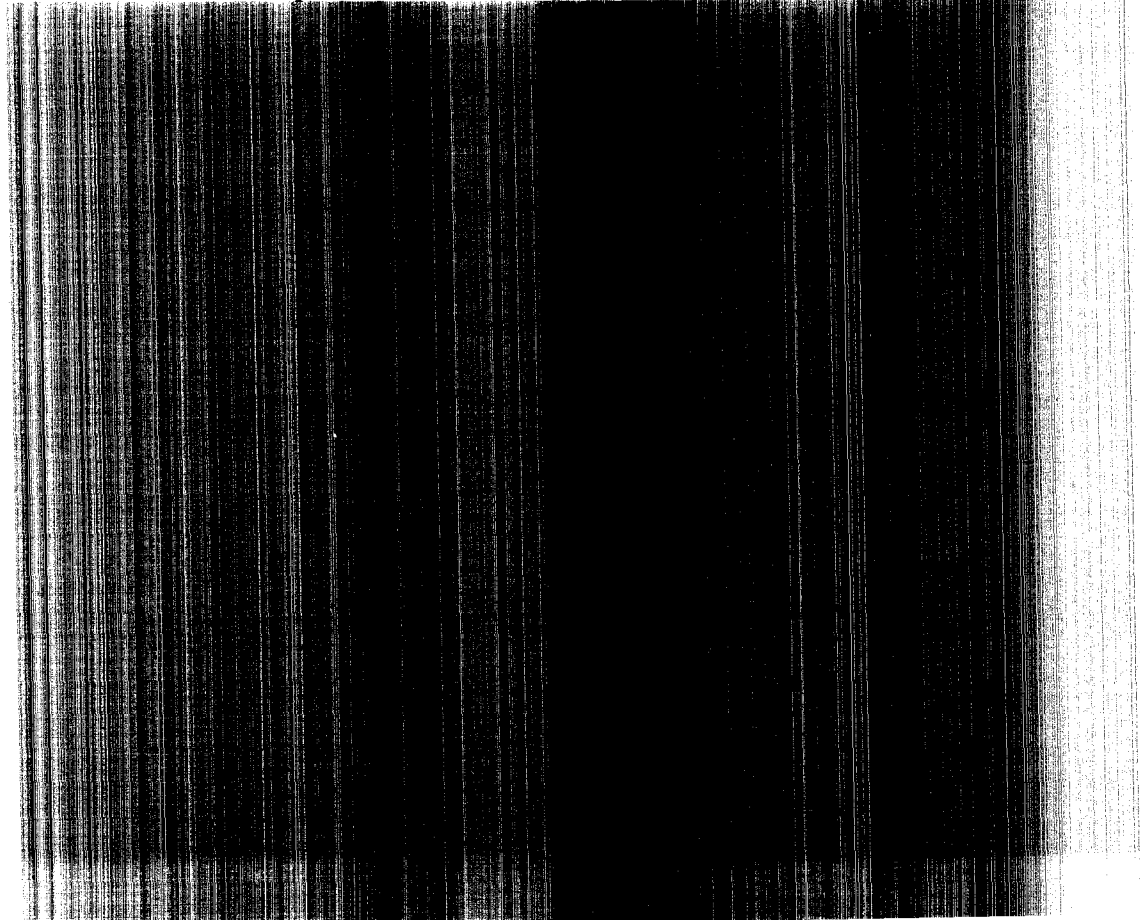
Inclusion brings in richness... We became more thoughtful and tolerant teachers...

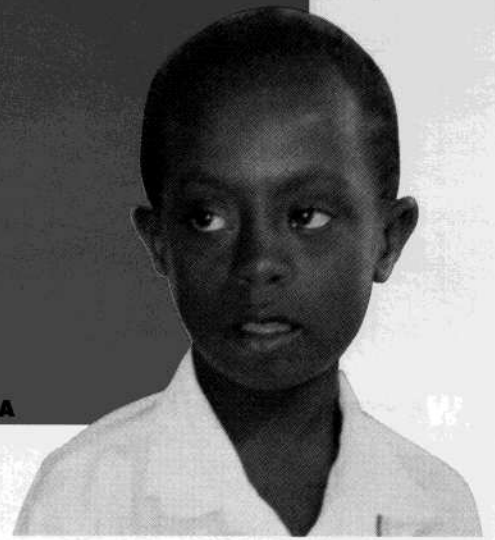
Ms Rekha (India)

...(A)t the school we are raising a generation of children who are accepting and tolerant of others who have different needs. The positive attitude and open mindedness of the classroom teacher... as well as a commitment to professional development are the elements which contribute to a successful inclusionary team.

Ms Heather (Canada)

ELCOMING STORIES





A BOABO SALVATION ARMY KINDERGARTEN AND PRIMARY SCHOOL, GHANA

Eric and Ms Comfort

Ghana has a policy of compulsory universal education. Inclusive schooling for children with special needs was introduced in Ghana in 1992 as part of a community based rehabilitation program.

In the Birim South district of Ghana, thirty-six children with special needs have been integrated into eight regular schools. The Aboabo Salvation Army primary school is one of these inclusive schools.

Ms Comfort, class teacher at Aboabo School, has her teaching practices supported through the school, local and state education communities.

The community program was intended to;

- create education opportunities for as many children as possible using community resources and structures
- offer pre-service and in-service training to teachers, and
- ensure community level structures and authorities – school, health centres, families – support and provide for all students.

The school has one hundred and eighty-five boys and girls enrolled six of whom have special needs. Eric is one of the school's students. He has Down syndrome. Eric is in year one – with thirty of his peers.

Experience in inclusive schooling has enriched our work and improved performance in the class, says Ms Comfort.

Going to school with his peers helps Eric develop his speech and language, and reading and writing skills. He loves to participate in class drama with his friends. His two best friends are Kofi and Yaw. They help him with his mathematics. He plays football with them at school and at home.

KEY IDEAS

Clear teaching objectives, preparing well ahead, and using alternative teaching methods.

In the science curriculum health is a major topic. In her lesson planning Ms Comfort considers teaching and learning intentions for Eric along side those for the whole class. She poses questions to the class about what it means to be healthy. She uses these questions and small group activities to support Eric's learning.

A HUSNA' SCHOOL, PALESTINE



Hamila and Ms Hiyyam

The Palestinian Ministry of Education is working towards school and educational reform through;

- development of school system infrastructure
- teacher development and training
- community oriented programs, and
- curriculum development.

The Ministry has a policy to work towards the development of an inclusive education system.

The request for Hamila to attend a government school came from her! Hamila was asked to write a letter to the Directorate of Education outlining her request.

The Directorate of Education in Nablus gave approval, and Al-Husna' school was identified where it was not too expensive to install the required facilities. There, Hamila entered year three. *At school Hamila proved her ability and her superiority over her classmates having come top of the class, says Ms Hiyyam.*

Local organisations and services were asked to supply a wheel chair and help with transport to and from school.

The school made inexpensive modifications to the building, for example, a wheel chair ramp, lowered blackboards and appropriate toileting facilities. Hamila's peers often support her in class, taking notes for her and helping her in and out of her wheel chair.

Hamila says, *before I went to school I was apprehensive, but when I was there I made an effort to observe the girls in the class and choose my friends. I chose Fida', Magda, Atira and Isra' because they are clever and like studying art. I am slow at writing and sometimes ask my friends to write down for me whatever is on the blackboard, especially at the end of the lesson, because I am afraid it will be rubbed off.*

KEY IDEAS

Working with students with physical disability, ensuring physical access to the school and classroom, making local and low cost modifications.



ANDRÉS AVELINO CÀCERES, PERU

Mauricio and Ms Gloria

Andrés Avelino Càceres is a government primary school in Los Baños del Inca in the Peruvian highlands. The school is in a rural location. Enrolled are six hundred boys and girls. Children with 'permanent' and 'temporary' special educational needs are being integrated into the school. In Ms Gloria's year three are twenty-eight students including Mauricio.

Ms Gloria at first was uncertain about teaching a student with a disability. She feared that she would not be able to meet the expectations of the pupils, parents and school staff. After teaching Mauricio, Ms Gloria is a strong advocate for inclusive educational practices.

Each day she looks for independence and autonomy in her pupils, to motivate them to face their own problems.

As Mauricio says, *I like my classroom because it is wide, tidy and has lots of games, the classes are nice and we are taught to read and write...*

Before Mauricio was donated a wheel chair, he crawled, or was carried around the school and classroom by his friends. *I love Mauricio as if he were my brother,* says one friend. Now his peers put him in his wheel chair, take him to the toilet, pass him materials and cap and uncap his pens.

Ms Gloria creates a respect for difference and a feeling of solidarity through peer support programs.

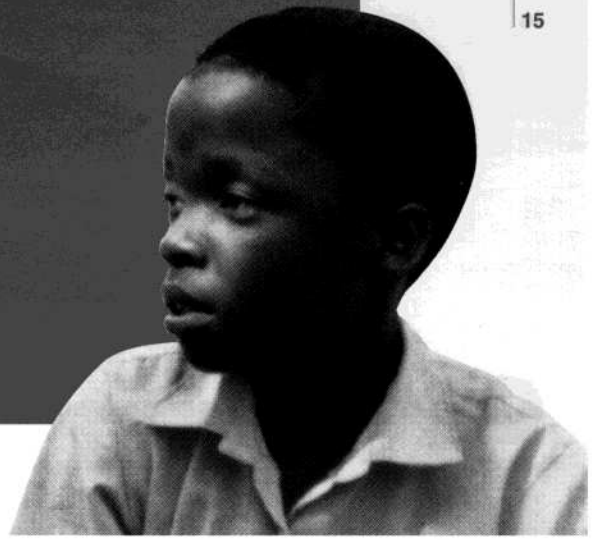
Peer support happens in a number of different ways;

- casual peer support
- learning centres
- formal peer mentoring, and
- Mauricio mentors his peers too.

KEY IDEAS

Ensuring physical access, developing supportive school environments, peer support.

Uganda



BISHOP WILLIS DEMONSTRATION SCHOOL, UGANDA

Waddembere Yasin and Ms Margaret

The Bishop Willis Demonstration School is a primary school with an enrolment of one thousand one hundred and forty-two boys and girls, thirty-seven of whom have special educational needs. Students with visual impairment make up the majority of students with disabilities at the school. In the year five there are three students with visual impairments, one of whom is Waddembere Yasin. A specialist teacher for the visually impaired, Ms Margaret supports his class teacher.

The Government of Uganda's Universal Primary Education Policy ensures that children with special needs are enrolled in schools and receive educational services.

Parents, who are unsure about sending their child to an ordinary school, are supported by this policy. Parents of the community actively contribute to the school.

Waddembere Yasin spends his school day with his classmates. He enjoys access to the same curriculum as his peers.

His teacher modifies his program by;

- providing raised maps
- teaching in Braille
- ensuring there is sufficient light in the classroom
- teaching orientation and mobility skills in the classroom and playground
- using peer support
- involving parents in the learning program, and
- assisting the physical education teacher develop a modified program.

KEY IDEAS

Ensuring physical access, working with students with vision impairments and blindness, being flexible and innovative, using alternative teaching methods, developing individual education plans.

B BONELLA SECONDARY SCHOOL, SOUTH AFRICA



Yasmin and Ms Shireen

There are one thousand three hundred and twenty boys and girls at Bonella Secondary School. The school is a government school and enrolls students aged from ten to twenty-three years. Fifteen students at the school have disabilities. Yasmin has a hearing impairment, Ms Shireen teaches her English in year seven.

In most of Ms Shireen's classes students' first language is Zulu, however Bonella Secondary is an English medium school.

The Principal, Mr Naidoo, says, *we believe very strongly in an open democratic, participative culture at our school... I think we like to see ourselves as providing basic education for all learners that is their right and we are doing our very best in this direction.*

Ms Shireen believes that students learn best by sharing their experiences. *It is no use us using foreign experiences, experiences that are so different from theirs that they cannot relate to what you are saying... Apart from the peer system there is very little support.*

Ms Shireen says, *Yasmin is a child with great motivation. She is achieving well above average in my class. Students with disabilities should be treated as Yasmin is treated, as one of the pack.*

From the time Yasmin was a little girl at home we never treated Yasmin differently, we just treated her like any other normal child, we did not

want her to feel different because if we made her feel different then she will behave different.... She's got along very well. She never ever has a real problem communicating and associating with people; she makes friends very quickly. It is not difficult for her to make friends, says Yasmin's mother, Ms Gori.

KEY IDEAS

**Clear school policy,
ensuring physical
access to the school
and classroom,
developing supportive
school environments,
developing
partnerships.**



DORNOD No 4 SCHOOL, MONGOLIA

Ochirpurev and Ms Dejidmaa

Dornod is a land of plains and steppes, close to the Russian border in the north and with the Chinese border in the south and east. Dornod School No 4 is a government school of one thousand one hundred and eighteen boys and girls, aged from seven to eighteen years of age. At the school are ten students with disabilities and seventeen students with other special educational needs.

The school has 'live in' facilities for up to eighty pupils from the counties. The school aims to decrease the number of students who drop out of formal education.

In year two there are thirty-three students, three with disabilities and special educational needs, one of whom is Ochirpurev. Ms Dejidmaa works hard with parents in the class and at home, she uses different teaching methods during her lessons to ensure access for all. She assesses different students in different ways.

As the class teacher, Ms Dejidmaa says, *of course the first time is difficult but my students are learning very well. I worked hard with students, parents, principals and colleagues. We're helping each other every day.*

In the Mongolian culture there is a respect for each other and for human rights. Ms Dejidmaa plans for the whole group. *In class 2a my first goal is to teach speaking skills the second one is to communicate with others the third one is to develop independent learners.*

KEY IDEAS

Clear and open about teaching objectives, co-operation, preparing well ahead.



FÄMING GRUNDSCHULE, GERMANY

Marie-Lisa and Ms Heike

I think pupils learn best in an emotionally warm atmosphere that gives them a chance of developing an interest in what goes on at school. This situation can only arise if the lessons are 'differentiated' so that students with learning difficulties get the chance of learning more slowly, or in a different way, says Ms Heike.

The Fläming Grundschule is a primary school in Berlin. Of the six hundred students enrolled at the school fifty-five have special needs. The school mission is to be welcoming of all students, with and without disabilities.

The school is designated by the Berlin Senate as a school with a special educational profile. In year three, are two students with disabilities, Byron, with Down syndrome and Marie-Lisa, with cerebral palsy.

Ms Heike, and two other trained adults work together in the class. As Ms Heike suggests, this requires teamwork. *Once every half term we have a meeting with all the adults involved with the students with disabilities. These meetings are necessary in order to exchange information about the work at school, at home and in therapy sessions.*

The school has a mission to;

- include all students with and without disabilities
- develop cognitive and social skills
- strengthen students' sense of self respect
- develop students' ability to cooperate
- build social competence, and
- prepare students for secondary schooling.

Ms Heike used to work at a separate special school, so she says, *I know what school life is like when pupils are separated from their peers. I prefer the possibility for the children to be able to communicate with their class mates in a normal way, to learn from the others, to play with their peers more often than with specially trained adults, and at the same time to learn how to cope with a disability'.*

KEY IDEAS

Working together and in teams, curriculum adjustments, alternative teaching methods, individual education plans, clarity about teaching objectives.

Students without disabilities learn to... *be patient, to give and get help, to learn how to understand the needs of a person who cannot speak, to declare that one is not able to do this or that, to like a person who seems very different from oneself...*

GYERMEKEK HÁZA, HUNGARY

**Vince and Ms Marietta**

Gyermekek háza school is a primary school in Budapest, the students range in age from six to twelve years. The school is open to any student from the local district, including those with disabilities. In Hungary this is unique as there is a strong separate special education system in place. Vince, eleven years old, has a severe hearing impairment. An 'Expert' committee had previously recommended Vince for placement in a special school.

The 'Expert' committee (a medical doctor, special teacher and psychologist amongst others) undertakes the testing and evaluation of children with disabilities and special educational needs and makes a recommendation about the type of school (regular or specialist) the child should attend.

Vince's parents did not want him to go to a separate special school because it was out of his neighbourhood and far from his friends. They negotiated Vince's placement in a regular school with the Local Education Authority and the school principal.

Vince is very interested in the natural world and enjoys arts and crafts. His best friends are Ani and Mate. They play a lot in their free time, *we tell good jokes and talk about interesting things. Mate and Ani often help. When I am an adult I want to be an architect. I will attend a university after school. It takes a long time, perhaps eight years or more.*

Gyermekek háza School staff see school as a welcoming place for all children.

They believe every child should;

- fully develop their abilities
- play an active role in the process of learning
- be able to learn independently
- be able to realistically assess their own work
- accept themselves and their peers
- be able to cooperate with each other
- have access to a broad scale of differentiated learning possibilities
- study the same topic, and
- be supported in a positive learning environment.

KEY IDEAS

Working with students with hearing impairment, learning and physical disabilities, ensuring physical access to the classroom, clear and open teaching objectives, curriculum adjustments, using alternative teaching methods.

The school has developed a local curriculum. School staff working together, published their own curriculum materials, they developed books in mathematics and Hungarian as part of their curriculum innovation.

The books present graded tasks which allow students to work at their own level and pace, but with similar content.

KINGSTON HIGH SCHOOL, AUSTRALIA



David and Ms Hariklia

Kingston Primary and High schools are located close to one another in the small Australian island state of Tasmania.

David, who has Down syndrome, has always attended his neighbourhood school.

David is continuing with year ten curriculum. His education is supported by strong partnerships between the school, his mother, and district support services. He has a well-designed individual support plan.

David is involved in a work enterprise program. He has worked with a number of local employers in the community. He loves working at the local hardware store.

The Kingston High School community has a well developed equity policy. It covers five areas;

- Access, attendance and retention
- student support programs
- curriculum access, participation and attainment
- alternative programs, and
- reporting to students and parents.

The policy details intended outcomes, strategies, responsibilities and success indicators.

As Ms Hariklia says, *inclusion raises issues about the right of a human being to learn in an environment without prejudice.*

I have discovered that David could really learn... I bet he would know a lot more than what he is actually saying, then I started thinking well maybe if he starts to feel a lot more confident, a lot more safe and secure, and if there is really a trust between us, then maybe he can feel, 'yes I can speak, I can say what I want to say'.

Ms Hariklia encourages small and whole group discussion on disability specific issues.

KEY IDEAS

Transitions,

school to work,

and equity

policy in practice.

David's peers are encouraged to speak about their understandings of welcoming schools and their experience of people with disabilities. David's class peers were asked, should people with disabilities be educated in your classroom? Anna replied, *yes, because it is a learning experience for everyone.* Phoebe commented, *they need to be around people, not isolated.* Belinda added, *they are people like everyone else!* Mitchell felt that being in the same class was important as *it prepares us for being in the real world.*



LONGLIN PRIMARY SCHOOL, CHINA

Lan Rue and Mr Wu Wei

Lan Rue, a student with visual impairment, attends the year five in Longlin Primary School. At the school there are four students who are blind. There is one teacher in the small village school working with students in three different grades. It is very isolated and Mr Wu Wei, the teacher, has to be able to make curriculum adjustments with little help and very few resources.

As Mr Wu Wei explains, *Lan Rue has met many difficulties in her study, economic difficulty in her family, difficulty walking to school, and difficulties with her study. For example she has difficulty with mathematical concepts like the 'more or less', and 'multiplication'.*

As she can see neither the lines I draw on the blackboard, nor the small sticks on the table, she felt vexed. And so did I.

But then I got the idea to make a special box for arithmetic. I cut twenty squares on the board with some concavity in two lines (up and down), ten each. These corresponded to the lines drawn on the blackboard. There is one glass ball in each square. I asked Miss Lan to practice her arithmetic each day using the box. After a period of time Miss Lan could make it. That helped her a lot. She was very happy and worked harder on her maths.

Lan Rue has a network of friends with vision impairments from specialist schools in Tai An Shan Dong province and in Nanning Guangxi.

KEY IDEAS

Using alternative teaching methods, flexible and innovative teaching, developing individual education plans, working with students with vision impairment, classroom problem solving.

MIRANDA DO CORVO SCHOOL, PORTUGAL



Ana and Ms Fernanda

Miranda do Corvo school is a government primary school with two hundred and fifty students, six of whom have disabilities. The principle of Education for All guides education practice in this school.

We have an agreement that every child in the community has the right to attend our school. We have several different support structures, the most important of which is an 'in school' inclusion support team of six teachers. Ms Fernanda further says that, we have benefited from ongoing professional development. We have had regular school based development activities with the support of the teacher education college of Coimbra, and ongoing support from four trainers during the last two years.

One of the main advantages has been to help us understand that children with learning difficulties can progress effectively. Perhaps not as much as the others but they can achieve basic education goals. And also they feel much happier in the classroom, because they feel they have a word to say. Through our practice we can convince our most disbelieving colleagues of the right of all students to participate. We no longer talk about my pupils they are all our pupils.

In Ms Fernanda's grade four, twenty students are enrolled, including Ana. To support the range of abilities in the classroom Ms Fernanda uses cooperative learning strategies.

What follows is a sample lesson plan from her class for learning Portuguese.

The lesson is based on a library activity. The students, individually, had read a book and retold each of the five stories in the text.

The lesson occurred during a morning and integrated several activities. It was structured as a form of cooperative learning where small groups worked on linked but different tasks.

After the lesson students said:

- Today I have learned a lot of stories.
- I have learned more.
- We worked in little groups. Each group had four members.
- I was in the group of the 'Greedy Rabbit' story.
- By the end of our group work we decided that some of us would do the drawings and others do the writing.
- I loved this morning.

Next day the class decided to present the work to other classes in the school. We asked them to evaluate our work. This presentation to the teachers and students helped us review our work, said Ms Fernanda.

KEY IDEAS

In-school support system, using a range of teaching strategies, preparing well ahead, promoting children's responsibility in learning.



Yogesh and Ms Rekha

The Navyug School in Laxmibai is one of eight sister schools in Delhi. The school enrolls one thousand one hundred boys and girls from five to fifteen years of age.

The school was set up to offer education to children from low-income families, including some from slum dwellings. Over time a shift was made by the Head Teacher to include all children with special needs within a particular radius of the school.

In year one, Yogesh, a student with vision impairment is enrolled. There are eighty-one students in the class. There are other students with identified special needs in the school.

The principal, Ms Tomar, ensures that Navyug School recognises and accepts diversity among students. The school aims to help all students to achieve curricular expectations within a small budget. The aims of education are the same for all.

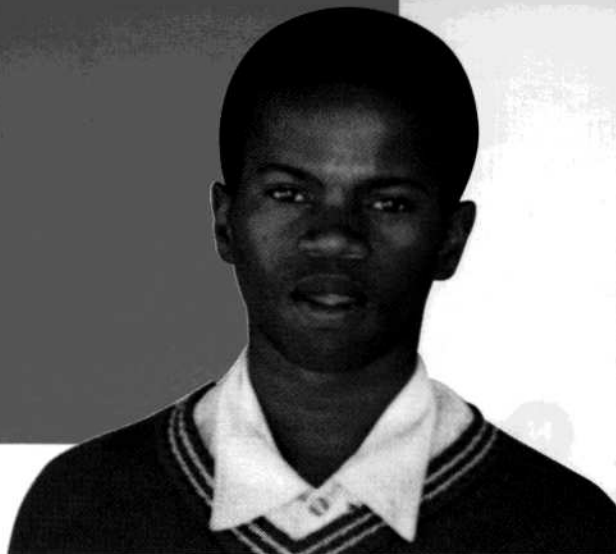
Instrumental in recent staff development work has been the use of the UNESCO Teacher Education Resource Pack. Ms Tomar says, *the professional development program assisted the school staff to ask 'what is wrong with the school?' Instead of, 'what is wrong with the child?'*

Ms Tomar continues, *the professional development has encouraged flexibility in teaching, learning, improved achievement, sensitised the school to the special needs of all children and helped disseminate positive experiences. Learning for all has become easier, independent and enjoyable. Positive thinking and a healthy partnership has developed among teachers, and students and parents. Fixed and rigid constraints of time, syllabus and resource availability have been largely overcome...*

The very essence and purpose of our staff meetings has changed. The focus is evolving an agenda, sharing experience, planning for collaborative teaching and sharing solutions. While discussing we agree, disagree, contradict, refute and at times also get too excited – but all in the spirit of collaboration.

KEY IDEAS

Developing school policies, developing supportive school environments and seeing teachers as learners, Head teachers as agents of change.

ST STEPHEN'S PRIMARY, LESOTHO**Moeketsi and Ms Mafani**

St Stephen's Primary school opened in 1908. At that time there were seven classes and many groups were taught in the one classroom. The school now has twenty-one classes, and takes students in years one to seven. There are twenty-eight teaching staff for one thousand seven hundred and eighty-five students.

The school has a mission to teach each child irrespective of colour, disability or culture.

The school provides;

- basic knowledge to meet the needs of students with various levels of abilities and disabilities
- partnerships with all parents, and
- an environment conducive to the promotion of self reliance for all students.

Moeketsi, a student at the school, though now twenty-one years old, began formal schooling only recently. Because of the school's commitment and mission, it has developed programs that support him becoming an independent community member.

As Ms Mafani says, *I have very few resources. I have to improvise materials for teaching. I draw over the charts we are using or write the important ideas we are working with on cards. I give Moeketsi the responsibility to handle important jobs at school like going to the bank, going to the shop and locking kitchen doors after school.*

Ms Mafani has colleagues who support her. As she says, *if I have a problem concerning Moeketsi I know I can seek help and guidance.*

KEY IDEAS

Being flexible and innovative, flexible entry points to basic education.



S MALAO SCHOOL, CHILE

Javiera and Ms Carla

Sumalao School meets the educational needs of children with Down syndrome as well as those with other disabilities. There are ninety-eight boys and girls at the school, fifteen of whom are students with Down syndrome and motor or language disorders. In each class there are two or three students with special needs.

The work of the school is based on the following principles;

- **Uniqueness:** creating opportunities so that the interpersonal relationships as well as all learning activities allow for the development of each student...
- **Autonomy:** giving the opportunity for an active participation of all students in the classroom activities
- **Openness:** creating the possibility of continuous open communication and exchange among the students..., and
- **Integration:** creating opportunities so that the student feels that he/she belongs to the group.

The school has a cleverly negotiated curriculum, where starting points for teaching and learning are found within the interests of the children. All this has led to the development of a powerful integrated curriculum.

Students at the school develop a proposed set of objectives, and think of the activities they want to engage with. The teachers then sequence some initial activities and develop a statement of expected outcomes in the areas of Language and Communication, Mathematics, the Natural, social and cultural world and Technology.

In this way different learning needs are met within the same classroom.

KEY IDEAS

Working to develop

supportive school

environments,

flexible and

innovative practices,

making curriculum

adjustments, strong

statements about

inclusive schooling,

focus on students

with intellectual

disability.

WOODSTOCK CENTENNIAL ELEMENTARY SCHOOL, CANADA

Brooke and Ms Heather

Woodstock Centennial Elementary school, is a school for boys and girls aged five to eleven years. Thirty students have disabilities, thirty-five other students in the school have special educational needs. The school has enrolled in year five a student with multiple disabilities. Brooke has a visual disability, significant delays in physical and cognitive development and has very little speech and language. She is eleven years old.

Ms Heather, the class teacher says, *the children in the classrooms begin kindergarten with children who have special needs. They only know a system which includes all children so they are very accepting of any differences between them.*

The State of New Brunswick where the school is located has legislated to improve the educational outcomes for children with special educational needs. The legislation is noteworthy in that it provides access to public education for all students in regular classrooms.

There is a strong sense of social responsibility expressed through the legislation, school policies and practices. As Ms Heather says, *...at this point society still needs to be educated but at the school level we are raising a generation of children who are accepting and tolerant of others who have different needs. The purpose of schooling is to promote continuous learning both academic and social.*

When asked about whether it was important to have students with disabilities and special educational needs in school, Brooke's class peers responded, *where else would she be? Why wouldn't she be in school*, indicating their accepting and tolerant attitude.

At Woodstock Centennial a welcoming school is created as teachers;

- develop different teaching styles
- understand the needs of individuals
- become comfortable with all students
- recognise and respect the ideas and abilities of all, and
- acquire new modes of communication.

There is a strong ethos in the school of developing partnerships. Teachers work together, solve problems and involve parents as partners in education. *With many parents of special needs students a daily communication book goes back and forth from home to school to let the parents know how the day went and to receive input from home*, says Ms Heather.

KEY IDEAS

Work with all

students including

those with multiple

disabilities, strong

legislative and policy

support, working

together and in

teams, working with

parents using

available

technologies.

GETTING PRACTICAL

The stories in this document show how welcoming schools are developing in different cultures and in many different ways.

There are a number of stories about schools with very few materials and physical resources. They show that constructing welcoming, innovative and creative teaching and learning does not depend solely upon additional resources. Welcoming schools grow from a respect and appreciation of diversity in the school community.

Teachers developing welcoming school communities show the ability to press on with change and innovation despite continuing challenges and uncertainties. We can all learn from the problem solving undertaken by these thoughtful, active teachers as they are working towards inclusive schools, classrooms and curricula.

This section highlights some practical aspects of teacher and school initiatives that promote inclusion and participation in learning.

- In welcoming schools teachers;
- ensure physical access
 - ensure development of inclusive school policies
 - develop supportive school environments
 - work together and in teams
 - see themselves as learners
 - are flexible and innovative
 - prepare well ahead
 - use available technology(ies)
 - develop partnerships
 - are clear and open about teaching objectives
 - make curriculum adjustments
 - plan for the whole class, and
 - use alternative teaching methods.



What Teachers say:

At this point society still needs to be educated but at the school level we are raising a generation of children who are accepting and tolerant of others who have different needs.

Ms Heather (Canada)

Children learn to live with and cope with differences. They learn to support each other. This helps to gradually bring a change in society... We do not want to send a message to other children that we are treating these children as special or different.

Ms Bagai (India)

The situation (teaching a student with a disability/special educational needs) is discussed with teachers by asking them what they would do if a daughter or close relative of theirs were in the same circumstance....

Ms Hiyyam (Palestine)

...I took inclusion as a challenge for improving my own ways of teaching.

Ms Marietta (Hungary)

What Teachers do:

- Teachers ensure physical access to school and classrooms

They look to the following three aspects of access:

- 1 Building and classroom access; entry and exit points, shared spaces, doors, corridors, floor surfaces, ramps and handrails.
- 2 School facilities; furniture and fittings, shelving, equipment, toilets, lighting, desk and bench heights, space for equipment, height of blackboards and computer access.
- 3 Other factors; signs and labelling, fire and emergency escape procedures, transport, seating arrangements and ventilation.

Teachers allow or organise orientation to the classroom, laboratory, kitchen, workshop and equipment before classes start. This can minimise student anxiety.

Teachers arrange seating thoughtfully and face toward the class when speaking.

To further enable access teachers review and change school timetables and student groupings, they ensure there is enough time between lessons (in secondary schools and colleges) for students to get from class to class.

- **Teachers participate in the development of school policy**

They encourage that school boards and management teams are representative of the whole community.

They ensure that school-based development activities cover provision for inclusive teaching practices. They promote collaboration which allows for working together, for example, support teams or other support structures and specialist staff to help with students.

Teachers recognise difficulties and failures as well as celebrate their successes!

- **Teachers work to develop supportive school environments**

They develop a culture of shared values and beliefs based on the understanding that differences between students are socially constructed.

Principals and teachers model fair decision making processes.

Developing shared decision making and leadership helps create supportive school environments.

Teachers participate in the management of the school resources and in developing a shared rationale for resource allocation, with the involvement of the community and parents.

They develop clear understandings about the rights and responsibilities of parents, students and teachers.

They are open to knowledge and support from the local community.

They foster understanding between all students through peer mentoring and peer support.

- **Teachers work together and in teams**

Teachers work together in many creative and supportive ways. They team teach, work together to make observations and suggestions about teaching and learning, undertake peer assessments, and form focussed conversation groups to help with problem solving around the needs of a class, small group of students or one student.

Teachers share the load when working with students, for example occasionally taking a double class so that there is time for a teacher to work with one student or a small group of students.

Teachers work in ways that allow time off to plan together, they give each other the possibility to share and try new ideas. They work in small and large planning teams.

- **Teachers see themselves as learners**

Professional development to support welcoming schools should be both broad (about the principles of social justice, diversity, inclusion and of teaching and learning) as well as focussed (about disability specific issues such as teaching of a visually impaired child for example).

Professional development is collegial and supportive, can be offered through colleagues, is on going, and supported by the school or local authority, and meets both the needs of the teacher as well as the requirements of the school.

Teachers participate in a range of flexible professional development activities which promote teachers becoming critical and reflective practitioners. Good professional development is negotiated with teachers rather than imposed by the school principal or education authorities.

Where possible, professional development is recognised and formally accredited.

WELCOMING CLASSROOMS

What Teachers say:

Considering the size of the classroom we cannot work in groups if we have all the desks and stools, so we have done away with some. Instead we spread a darri for the children to sit.

Ms Bagai (India)

We have good cooperation with the parents. We regard them as partners and speak to them openly about the abilities and achievements of their child.

Ms Marietta (Hungary)

We work a team approach, we discuss different problematic situations regularly, and we observe each other in the classroom.

Ms Marietta (Hungary)

... Working in collaboration with other professionals... has been very useful. It has allowed me the benefit of other points of view, of sharing difficulties, of seeking solutions in a group and to receive feedback. We have been able to work as a team, which has helped everybody, but specially has proven to be a benefit to the children.

Ms Carla (Chile)

Support services like visiting special education teachers are best used as a bridge to inclusive practices, supporting teachers as they take full responsibility for their students with disabilities and special educational needs.

Ms Hariklia (Australia)

What Teachers do:

- **Teachers are flexible and innovative**
Welcoming teachers are flexible and understanding. They know that school and classroom rules are in place to support and protect students, not to exclude or alienate them.

A flexible approach benefits all students. All good teachers use a variety of teaching methods and presentation styles. Many use differentiated/multi-layered curriculum to ensure that all students gain maximum benefit from schooling.

Teachers develop responsive school structures and student groupings as learning tasks may require to different student groupings.

Welcoming teachers show flexibility with assignment deadlines, assessment practices and extra reading time so that students are not disadvantaged because of their disability or special educational needs. They give more time to complete tasks, examinations or tests.

Teachers write key points and assignments on the board and/or on handouts, and offer extra time to read materials. They stay on the topic and use demonstrations and concrete examples where appropriate.

Some teachers permit lessons to be taped and this practice may be of benefit to all students. They vary the methods by which they present information to students. Often reading aloud material that is written on the blackboard or overhead transparencies gives students access.



- **Teachers prepare well ahead**

Teachers use a range of approaches to suit the needs of the class and individual students. They provide early access to course materials including reading lists, assignments, lesson notes and curriculum information.

When preparing lessons and materials teachers do so in alternative ways where possible and needed. If students need materials in accessible forms (eg. in Braille, on disk or tape), this is organised early as the processes may take some time.

- **Teachers use available technology(ies)**

There are many technologies available to support students with disabilities and special educational needs. Assistive technology however, is not the solution for everybody. One piece of equipment may work well for one student but not for another with the same disability and/or special educational needs.

Teachers recognise that often 'low tech' solutions may be possible and preferable. Many ingenious designs and uses of low cost materials have provided students with the adaptation they have required in order to participate.

Perkins Brailers, slates and stylus are available to students who are blind. Technologies such as computer software that provides enlarged text, voice and/or Braille output and/or a closed circuit television to magnify materials

facilitates access to the curriculum for students with vision impairments.

Other technologies can support students who have other needs related to communication.

- **Teachers develop partnerships**

Partnerships can be developed with local community organisations, with industry and employment agencies, support services and advocacy groups.

Teachers create links with other schools and form conversation and problem-solving groups to share ideas. Teachers work closely with others who have specialist knowledge, with school and education district support teams, with early childhood education programs and special education teachers and services where available.

Teachers work closely with parents and counselling services. They negotiate directly with students and consult others as necessary to identify problem areas and get actively involved in generating solutions. They invite students and parents at the earliest possible stage to talk about their specific needs. Through discussion staff, students and parents can develop strategies that are mutually supportive.

Teachers decide which assessment strategies to use and talk with students about them. Their assessment and monitoring strategies are open and negotiated.

WELCOMING CURRICULUM

What Teachers say:

Curriculum adjustment is not about 'watering down' requirements and standards or making the course 'easier' for students with a disability.

Ms Hariklia (Australia)

The teacher should understand when he enters the classroom that he is not just there to give a lesson and provide information, but that his role is also to educate. In other words, the teacher should regard the members of his class as being different from one another. That is to say, he should understand the individual differences between them.

Ms Hiyam (Palestine)

Planning and working with another teacher was extremely helpful.

We also had the liberty to go and discuss our difficulties with the Head teacher and other fellow colleagues.

Ms Bagai (India)

With many parents a daily communication book goes back and forth from home to school to let the parents know how the day went and to receive input from home.

Ms Heather (Canada)

What Teachers do:

- Teachers are clear and open about their teaching objectives
Teachers understand that the main purposes of schooling are common to all students, with and without disabilities and special educational needs;
- to be safe and secure
- to develop a sense of self
- to be able to make choices
- to be able to communicate
- to be part of a community
- to be able to live in a changing world
- to be prepared for the many transitions of life, and
- to be able to make contributions that are valued.

From a clear statement of purposes welcoming teachers refine educational goals for their students on a long term and short-term basis.

Educational strategies that lead toward the achievement of these goals can be designed in a range of ways either as a whole class activity or as a part of a group activity or individually. It is impossible to develop strategies out of context as each school is so different and each student has different needs, so welcoming teachers are selective and thoughtful when making curriculum adjustments and developing strategies.

Teachers ensure that educational outcomes are explicit and that efforts towards achieving them are measured and reported to students and parents. They develop assess-

ment and monitoring processes that are integrated with teaching and learning.

- **Teachers make adjustments to ensure all students have access to the curriculum**

To ensure all students gain maximum benefit from schooling teachers ensure that the curriculum is inclusive of all students. Inclusive curriculum recognises and values student diversity by building on their varied experiences and interests.

This involves reviewing the curriculum content and delivery processes to find alternative ways for students to achieve learning outcomes.

Teachers are aware that students with similar disabilities and special educational needs may require different adjustments and modifications.

When developing teaching and learning practices for all, they first plan for the whole class, then for individuals.

Routine events which are a natural part of the school day, arrival, assemblies, recess and lunch breaks, transition from inside to outside the classroom are all teaching and learning opportunities.

- **Planning for the whole class**

Welcoming teachers believe that all students belong in their class. In their planning, preparing, teaching and assessment welcoming teachers consider;

- cooperative group learning

- peer teaching and support
- mixed-age or cross age groupings
- including volunteers and parents in their programs
- an emphasis on developing social skills and interactions through formal team building activities
- developing friendships as distinct from peer support
- integrated curriculum models
- planning using multiple intelligences
- negotiated curriculum – ensuring that students have a voice
- assessment approaches are integrated and ongoing within teaching and learning and
- differentiated/multi-layered curriculum.

- **Teachers might also consider these alternatives;**

- 1 Minimise the complexity of verbal communications, rephrase and repeat information if students do not understand. Use plain language and convert texts to plain language. This assists students who have an intellectual disability, some forms of learning disability and students with a hearing impairment.
- 2 Computers offer flexibility and are of particular support to students with vision impairments and blindness. Students can print out a large print copy, read it on a screen using screen enlargement software, listen to it on a voice synthesiser or convert it into Braille.
- 3 Many students use Braille. The Perkins Brailers are available across all countries. Braille can be produced

directly a Braille embosser. Today, Braille texts can be produced from computer text-file format and printed out using a Braille printer. However, in many countries, Braille text is also produced on thick paper in contexts where resources are not sufficient for purchasing Braille paper.

4 Tactile images can be drawn on Braille paper using a special mat and stylus which produce a relief image that can be felt. Equally, they can be produced by using locally available materials, such as string, sand, sticks, seeds, etc.

5 Lessons can be readily taped using a cassette recorder. Students who experience writing difficulties can also provide information on audiotape. Taped versions of books are sometimes available in libraries.

6 Enlarging text and images is simply done by photocopier or enlarging computer software. Teachers can also write text with bigger letters on a sheet. Some students might use a hand or sheet magnifier or closed circuit television.

7 For students who are deaf or hard of hearing, the use of videos with captions facilitates access to the material.

8 A 'note-taker' could also support students; the note-taker can be a student who is studying the same class or a person from outside the class who has the appropriate skills and background to record information.

WORKSHOPS

Here are three workshops to be run by a facilitator from your school staff, with support from school management.

The workshops are designed to help you develop welcoming schools. You can use them to generate further professional development activities.

The workshops are linked to the 'Getting Practical' section of 'Welcoming Schools: Students with disabilities in regular schools', and to the video. They can be undertaken as a series, or single sessions. All the workshops can be modified and changed to suit your school community. The time for each workshop varies.

You might also refer to the Teacher Education Resource Pack: Special Needs in the Classroom (UNESCO 1993). These materials offer some other ways for intensive professional learning on classroom practices.

The three workshops are;

- Developing shared values
- Developing welcoming curriculum
- Reviewing school plans and policies.

Developing shared values

Purpose

The purpose of this workshop is to provide an opportunity for participants to gain an understanding of the range of attitudes to inclusive schooling, engage in critical reflection, and develop actions that the school can undertake.

Materials

Large sheets of paper and pens.

Process

1 Collect a series (9 or 10) of short, one sentence, comments or quotes about the topic of inclusive schooling. You might collect them from discussions you have with your staff, or from conversations you hear in your staff room! You might collect them from different writers or researchers in the area. Make sure the quotes you collect represent a wide range of opinion. Be a little contentious! Have quotes which support the idea of inclusive schooling as well as those which represent the opinions of teachers opposed to inclusive schooling.

2 Write each quote separately at the top of numbered, large sheets of paper. Here are some possible examples of quotes you might use;

- School should be a place where every student's educational and social needs are met.

- Students without disabilities are enriched by having the opportunity to learn alongside peers with disabilities.
- In truly welcoming schools there are no special education teachers.
- Students learn better in heterogeneous groupings.
- Having a student with a disability in my class will take resources away from others.
- Teachers are already overloaded, having a student with a disability in the class will mean a lot more work.
- Students with vision impairments learn better with people who have the same needs.
- Schools are a reflection of society.
- Schools are places where students can learn about citizenship.

3 Ask participants to form small groups of four or five. Give each group one of the sheets of paper with a quote written on it. This is their home group.

4 Ask participant in their small groups to discuss the quote or comment. Explain that they will only have a very short time, 4 or 5 minutes, to do this task.

Developing welcoming curriculum

Purpose

5 In the small groups select a scribe to add ideas, and further comments on the sheet.

6 Ask the small groups to move to the next sheet, and add further brief comments. After nine or ten rotations, groups should have returned to their original sheet.

7 When groups have returned to their original sheet ask them to identify and summarise the issues which emerge from the written comments in response to the quote. There may be issues related to school policy, classroom practices, resources and so on.

8 Share the issues as a whole group.

9 Identify the elements or aspects of issues about which there is some agreement.

10 List some actions you can take as a group in your school of classrooms based on the areas of agreement.

11 Identify issues on which there is little agreement. As a whole group develop ideas for further professional learning activities which may lead to positive actions, or resolutions.

The purpose of this workshop is to develop an understanding of how to construct welcoming curriculum.

The focus is on developing differentiated curriculum for a student in your school or classroom who has an intellectual disability.

In view of the many issues to be covered under this topic, workshop activities could be spread out over several sessions.

Materials

All materials are supplied in the text. You might need to photocopy, or present on overhead projector transparency, the photographs in this text, and the sections of text under the headings 'Capability layering', 'Content layering' and 'Outcome layering'.

Participants need to bring to the workshop ideas about a particular student with an intellectual disability they wish to include the classroom or school situation.

Processes

1 Explain to participants that:

- Students with disabilities can be supported in regular schools through thoughtful management of the curriculum.
- 'Curriculum' is not easy to define. Some educators see curriculum as

strict and narrow, *curriculum is... a statement or program of courses of teaching and instruction*. Others may see curriculum as wider, *curriculum covers all the provision schools make for a student's learning*.

- Welcoming curriculum addresses what is taught, how it is taught, how schools are organised and how learning is evaluated.
- Multi-layered curriculum is a specific use of curriculum employed to ensure schools provide an education that is relevant and beneficial to all.

2 Explain to participants that to help 'untangle' the complexity of the curriculum, imagine it as a rope made up from many linked and interdependent threads. These might include;

- physical access
- school culture
- student capabilities
- assessment
- teaching methodologies
- learning area content, and
- peer support

WORKSHOPS

3 Explain that there are many more threads than these, participants might 'brainstorm' a list. Ask participants to develop a drawing which captures the complexity of the interacting curriculum threads. There are many kinds of inclusive

curriculum. Some focus on attitudes and values, some focus on teaching and learning strategies. Ask participants to quickly consider how each curriculum thread might be drawn out and modified to contribute to inclusive curriculum.

4 Explain to participants that when developing multi-layered curriculum for students with intellectual disabilities three curriculum elements will be considered, Capabilities, Content and Outcomes.

There are 5 basic student capabilities to be considered;

Personal

Personal capabilities are developed through person to person encounters, and through situations that involve reflection on past behaviour to guide and inform action.

They include the ability to:

- work independently
- be socially competent
- be aware of self
- be empathetic
- cooperate with others

Linguistic

Linguistic capabilities are developed through listening, speaking, reading and writing for a wide range of purposes, and in a variety of media.

They include the ability to:

- make meaning
- convey meaning
- synthesise experience
- articulate intention
- analyse language
- express emotion

Rational

Rational capabilities are developed through using logical processes to make sense of experience and solve problems.

They include the ability to:

- reason critically
- apply logical processes
- understand relationships
- clarify ideas/issues/feeling

Teaching Strategies

- cooperative learning
- collaborative work
- problem solving
- setting goals

- creative writing
- debating and discussing
- reporting
- analysing text
- journal writing

- recognise codes
- interpret formula
- presenting ideas
- order sequences
- logical reasoning
- identifying similarities/differences

Creative

Creative capabilities are developed through using imagination to generate innovative ideas or actions and to deal with new situations or challenges.

They include the ability to:

- generate ideas
- manipulate media
- transform images
- devise possibilities
- speculate about feelings
- explore alternatives

Kinaesthetic

Kinaesthetic capabilities are developed through manipulating and conceptualising space, form, orientation and movement.

They include the ability to:

- coordinate bodily movement
- perceive spatial relationships
- judge distance and speed
- respond to rhythm and movement

- music
- drama
- role play
- mime
- visual arts

- dance and rhythm
- gymnastics
- sports

5 Explain to participants that:

- It is not easy to consider all elements of the curriculum 'rope' at once.
- For the purposes of this workshop activity, although we focus on three curriculum threads, the teaching and learning described takes into account all important curriculum elements.
- Teachers tend to make decisions and take actions in all curriculum threads at once. Sometimes it appears natural and 'common sense'; at other times a lot of thought and planning needs to occur to provide for a classroom in which students are achieving at very different levels.
- You will offer teaching and learning examples which go into fine detail. Not all teachers would need to use this level of detail in daily planning.
- Teachers have many objectives when planning and carrying out teaching and learning sequences. Sometimes the teaching intention may be the same for all students in the class. At other times teachers have different objectives for some groups of students or individual students.
- At times the complexity and interrelatedness of objectives make it difficult to draw them out distinctly. These objectives are developed and articulated as teachers assess students' performances and gain an idea of their particular learning styles, skills, strengths and needs.

WORKSHOPS
Example 1

8



Ms Comfort, Eric's year one teacher, is aware that each student's capabilities are different. She uses her knowledge of a range of learning styles to design teaching and learning experiences that intentionally provide for achievement of capabilities.

6 Explain to participants that they will be presented with the brief histories of three different students in three different schools. These stories will be used as examples of curriculum layering in the areas of Capabilities, Content and Outcomes.

7 Explain that in small groups, after each example has been presented and read the participants will work together to develop another, similar curriculum example to share with the group.

Ms Comfort's year one have been to the carnival. Ms Comfort's class have been working on concepts related to 'technology', and were asked to find and describe various systems they saw at the carnival. Back in class, after the group discussion, the class decided to describe the system that is a Ferris wheel.

Part of the description is for the class to present a model of a Ferris wheel. Ms Comfort knows that Eric can use scissors (kinaesthetic capability); she wants him to learn how to measure and cut equal lengths of straw (rational capability).

Stella and John can use the straws of equal length to design and construct a shape for the Ferris wheel (kinaesthetic, creative, rational capabilities).

Ms Comfort sets a series of interdependent tasks of differing layered complexity that both engage and challenge students.

Ms Comfort was able to use knowledge of each student's capabilities to design teaching and learning sequences for groups and individuals with the class, that built upon individual capabilities and strengths.

9 Ask the participants in small groups of four or five to discuss the 'Capabilities' example, then to develop a similar short teaching and learning sequence for a student they know. Focus on the capabilities aspect of layering. Share the examples with the whole group.

10 Repeat these processes with the following stories of Ochirpurev Bulgan (Content layering) David (Outcomes layering).

Example 2

11



In year four, Ms Dejidmaa, Ochirpurev Bulgan's teacher, is aware that learning area content needs to be offered in a such a way that students' understandings are built upon, interests are engaged and capabilities are developed.

Ms Dejidmaa knows that Ochirpurev Bulgan likes maths though her understanding of some of the key mathematical ideas is less developed than most of the class. The class are working on a unit on computation, part of which involves exploring value, purchasing, budgeting and so on. They are comparing 'best buys' from the market to find cheapest items and preparing a budget to make a meal.

Ochirpurev Bulgan is working with money too. She is learning to match coins to written money values and to judge the value of coins

and their purchasing power. Ochirpurev Bulgan has a roster of peers who work with her for 10 minutes each during the lesson, Ms Dejidmaa has worked with the tutors to explain their task and Ochirpurev Bulgan's learning goal. Ms Dejidmaa ensures that subject content is connected and layered.

Ms Dejidmaa has found a way of connecting learning area content for Ochirpurev Bulgan and other students achieving at a range of levels.

12 Ask the participants in small groups to discuss the example, then to develop a similar short teaching and learning sequence for a student they know. Focus on

the content aspect of layering. Share the examples with the whole group.

Example 3

13



In David's High school class, Ms Hariklia sometimes undertakes activities she knows all students can engage with, though she expects there will be a wide range of outcomes achieved by students involved in the experiences.

Ms Hariklia has been working with her class in Studies of

Countries of Asia. As an introduction to the topic, she has used a Ninja Turtle Cartoon. The whole class, including David, watched the cartoon.

Ms Hariklia guessed that the learning outcomes would be different for each student. She used a series of questions to the class and to individuals to gain an idea of students' understandings and to make decisions about the outcomes they achieved.

She found out that David enjoyed the experience, and knew that the characters were not real. He could retell the story, and

expressed an opinion that people should not fight or hit one another with sticks.

Ms Hariklia learned that Fiona could retell the story too: Fiona wondered why there were no girl ninja turtles, she commented that these turtles lived in America, not Japan, and asked if there were real ninjas today.

Ms Hariklia used her knowledge of student achievement, gathered from this activity, to help build teaching and learning sequences for groups and individuals within the class.

WORKSHOP

14 Ask the participants in small groups to discuss the example, then to develop a similar short teaching and learning sequence for a student they know. Focus on the outcomes aspect of layering. Share the examples with the whole group.

15 Ask the groups to develop a more detailed unit of work, designed to be inclusive, through considering layering of capabilities, learning area content and student outcomes.

16 Individual participants may adapt the model to suit their classrooms.

Workshop Three

Reviewing school plans and policies

Purpose

The purpose of this workshop is to review school plans and policies and/or local authority policy documents to ensure that they refer to inclusion of all students

Materials

Copies of your school plan and/or policies.

A copy of relevant local, state or national policy or legislation about educational provision for students with disabilities.

Process

1 In groups, take time to read through and examine the documents. Identify the elements that relate to inclusive schooling. Identify aspects to be developed.

2 In the groups consider these aspects of welcoming schools;

- ensuring access
- developing a supportive school environment
- working together and in teams
- preparing for teaching and learning
- adapting the curriculum.

3 In the same groups discuss and come to an understanding of each of these aspects as they relate to your school and classrooms. You might refer to the 'Getting Practical' section of this document.

4 Record your understandings and report to the whole group. Allow time for whole group discussion and consensus building.

5 Break into five different groups. Have each group focus on one of the five aspects. Relate this to the policy documents reviewed.

6 Develop a list of suggested improvements to ensure that the idea is covered. Think about real situations; relate your work to a student with disabilities enrolled in your school.

7 Have each group report back to the whole group on their recommended changes. Record all suggestions.

8 Set up a small working group to carry forward these suggestions.

9 Do it!

10 At a later date bring each group's work to the whole staff for further review.

FURTHER READING

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- Downing, J. E. (1996) *Including Students with Severe and Multiple Disabilities in Typical Classrooms*, Baltimore, Paul H. Brookes.
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- UNESCO (1993) *Special Needs in the Classroom: Teacher Education Resource Pack*, Paris, UNESCO.
- UNESCO (1994) *Making It Happen: Examples of Good Practice in Special Education Community Based Programs*, Paris, UNESCO.
- UNESCO (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*, Paris, UNESCO.
- UNESCO (1997) *First steps: Stories on Inclusion in Early Childhood Education*, Paris, UNESCO.
- Useful books on disability issues, education, etc:
 Roeher Institute
 Kinsmen Building
 York University
 4700 Keele St, North York, Ontario
 Canada M3J 1P3
 Fax: 1-416 6615701
- Website
 EENET – Enabling Education Network
<http://www.eenet.org.uk>