

RAISING ACHIEVEMENT FOR ALL LEARNERS

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QUALITY IN INCLUSIVE EDUCATION

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Inclusive education is about responding to diversity; it is about listening to unfamiliar voices, being open, empowering all members and about celebrating 'difference' in dignified ways. (Barton, 1997, s. 234).



The question of how we define ‘inclusive education’ has become increasingly important because of the way in which the language of inclusion has been colonised by various advocates who represent different interpretations and practices.
(Barton, 2008)



...inclusive education is not an end in itself but a means to an end. It is about contributing to the realisation of an inclusive society with the demand for a rights approach as a central component of policy making. Thus, the question of inclusion is fundamentally about questions of human rights, equity, social justice and the struggle for a non-discriminatory society. (Barton, 2008)

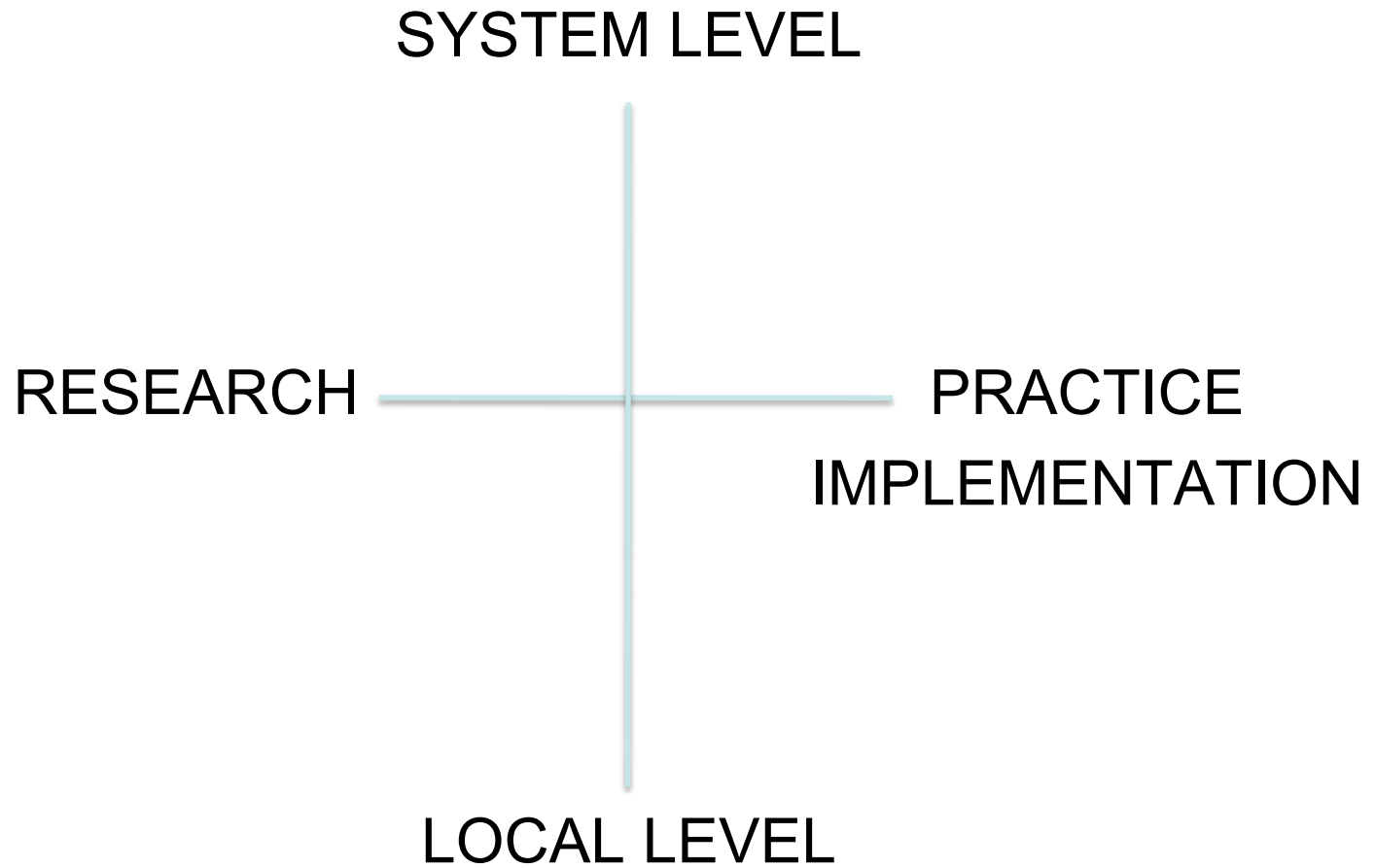


Educational disadvantage should be addressed by providing high quality education and targeted support, and by promoting inclusive education. ... Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds. (Council of the European Union 2009, s. 4)



The way in which we understand inclusion must not focus exclusively on the school or the individual child. Education does not take place in a social, political or normative vacuum. Therefore its macro contextual interface has to be present.
(Persson, Persson & Allan, 2011)





There are several rationales for inclusive education:

Ideological/political

Financial

Pedagogical



If segregated special education is to be provided for all children with special educational needs, the cost will be enormous and prohibitive for all developing countries. If integrated in-class provision with a support teacher system is envisaged for the vast majority of children with special educational needs, then the additional costs can be marginal, if not negligible.

(World Bank Technical Paper Number 261 Asia Technical Series, 1994)



Ongoing development

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The case of Denmark:

- Reliable statistics make up the basis for change
- A large majority in Parliament with the support of interest groups makes change possible
- Substantial financial investment in national centres and advisory teams
 - CPD for teachers and school leaders
 - Learning from others – Ny nordisk Skole



ET 2020:

- Addressing heterogeneity
- Costs of *inaction* is higher than costs of *action*
- Inclusive and sustainable growth – long term solutions
- Financial stakeholders need arguments for inclusion
- High quality ITE and CPD are essential for raising achievement
- Education is not only a means of employability



KEY WORDS

Achievement

Aspiration

Attitudes

Communication

Dissimilarities

Diversity

Effects

Expectations

Involvement

Leadership

Meaningfulness

Opportunities

Participation

Quality assurance

Quality co-operation

Respect

Skills

Team-teaching

Values



NON-FREQUENT WORDS

Accountability

Comparability

Competition

Ranking

Standardization

Testing



Learners are at the heart of everything
and we have to make the learners'
journey smoother so that they can
flourish. (Welsh poets, 2012)

