

Organisation of Provision to Support Inclusive Education



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TO SUPPORT INCLUSIVE EDUCATION



Common findings from visits to examples of successful (inclusive) practice

- Collaboration/team work at all levels – in classroom, school, local community with good co-ordination
- Community/area wide school transformation – with support. Change in response to crisis?
- Strong and trusting relationships
- Shared values that put the learner at the centre of services and take longer term view of benefits



Common findings cont'd

- Leadership – strong, visionary, distributed - with regard for democratic principles, creating an open 'no blame' culture
- High regard/respect for learners (and families) and listening to their views – engagement and motivation
- Positive attitudes and acceptance of responsibility for all learners – support as part of the 'regular' system
- Inclusive pedagogy – often starting with special education experience/expertise



Common findings cont'd

- On-going (not hit and run) professional development: use of research, co-teaching, regular meetings/support, links to initial teacher education institutions
- Flexibility in school/class organisation, timetabling, learner grouping
 - Curriculum - cross curricular competences, study skills – coherence and relevance
 - Assessment – ‘can do’, assessment for learning with active involvement of learners, recognition of wide range of achievement
- Different use of resources – not more



Common challenges

- The language of inclusion
- Allocating support without 'labels' – acceptance of different forms of support as part of the 'regular' system
- Including learners with learning disabilities (curriculum issues) – particularly in secondary education
- Professional development of school leaders, teachers, support staff
- Providing services 'close to home' for low incidence disabilities
- Cooperation between different administrations (national, local) and different agencies
- Flexible (delegated) funding models – incentives for success

