Perspectives on inclusion

field-/practitioner research
in a collaboration of 35 schools
sharing points of view about inclusion

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Aim of the workshop

What’s going on: presentation of good practices and failures?

What should be done to improve the situation?

What recommendations can we make:
- towards ourselves
- towards political stakeholders,
- towards EASPD: suggestions for a final Conference Statement and for a future strategic plan.
Aim of the research

1. Underpinning Inclusive Education in district:
Develop a district broad mission statement by underpinning Inclusive Education by sharing ‘minds & feelings’ & relate this to:- National law of ‘care-duty’ and ‘fitting education’
   - Conducted with actual perspectives on inclusion

2. Framework for district Policy in Inclusive Education:
Conduct district policy with people’s voices as starting point
The outcome of the research, is a scope from which they conduct a district policy framework for 1, 4 & 8 years.
Research design: 1th research

Research pilot
- Pilot research with 8 members to develop instrument
- Develop general principles of dialogical research

1th research: Field research
- Workconference with 142 members
- Analyzing patterns of views and perspectives
- Developing Inclusive scenario’s for district policy
- Report of workconference
2nd research: 
Practitioner research in schools

Outcome of the field research:
Framework for developing inclusive education in district.

Practice based research in district:
8 students from this district conduct a practice based research by following the study 'Professional Master SEN (Special Educational Needs) on one theme of the field research of the district
Participants research:

District Bladel: 35 schools for primary education:
5 members each school  (= 175)
Total participants: 142  (= 80%)

- 32 ouders
- 45 teachers
- 35 internal councilors
  5 ambulant councilors
- 35 directors
Practice of workconference

Process of dialogue: Voicing
5 members of different schools & -functions together
1 member tells 20 min. about his perspectives on inclusion
1 member writes the report
3 interviewers give only meaning on the perspective of the interviewee. They only ask questions to get more out of his meaning without giving their own meaning. It’s about listening and hearing each voice.

Process of interactivity:
- After one round, one member is moving to the next table and another one is coming back in the group
- This process repeats 5 times, so every one hears 4 stories about ‘perspectives on inclusion’ and once tells his own story.
Dialogue questions

The dialogue was build up on 4 questions:

1. What is inclusive education for you?
2. What’s the (surplus) value of it?
3. Are their limits on inclusive education?
4. What’s needed to make it attainable?
Selection of data:
Definition of inclusive education

Response of a teacher:
‘Inclusive education is for me, to invite all children of our village on the primary school. That we take care of the well-being of all and give them maximal support to get the best out of every child’.
In a inclusive society their is a school for all. Disabled children participate on base of egal rights. That benefits all children.

The backpack financial support for children with SEN, can be a benefit for other children

It’s important that children with SEN grow up in their natural environment.
Selection of dates:
What demands inclusive education of a professional?

Look positive to inclusive education

Another kind of managing education in and around the class room

Active communication and participation with parents

Professionalising in (special) educational needs
Limits of inclusive education

Behavior problems: externalized:
- safety for the child and the environment
- secure well-being for all

Intellectual potentials: learning abilities

Conditions: - amount of children in 1 group
- expertise of professional (team)
General themes in data

Class room and school management
Child centered curriculum
Parent participation
Professionalising in behavior, learning processes and Special Educational Needs
Collaboration regular schools & expertise centra participating on practice processes
2nd research; Students research

8 students from district participated in field research. They were following the Professional Master SEN study: ‘Practitioner based research & inclusive education’ On Fontys OSO University.
Content of their study:

1. Participate as research assistances in the district research ‘perspectives on inclusion’.

2. Accomplish their own practice based research, in a specific domain in their own practice school.

3. They got 10 study-days & 10 supervision sessions: interactive professionalism & professional identity interactive knowledge & perspectives on inclusion interactive practice & own practice research. Their was a continue connection between those levels
Perspectives on inclusion’ in course program

Orientation of inclusive education as an integrated dimension:
- practice based: practice, policy and culture from the outside
- professional based: own concepts, beliefs, equipment, behavior
- culture based: human rights, discrimination, emancipation, participation, religious convictions, multi-cultural.

Paradigms:
an individual(medical)-, social- & a holistic model

Policy: international and national:
- the Dutch system: policy 2011 law ‘Care duty’ & fitting education.
- the Dutch system in an international perspective.

Index for inclusion (Booth):
- indicating instrument: practice-, policy-, culture aspects
Themes ‘practice based research’ of the students Master SEN:

1. Professional mentality for inclusive educ.
2. Developing vision in a schoolteam
3. Developing care routing for all children
4. Broad school development for all children
5. Ambulant counsellor: educational support needs from perspective of teachers, parents & children SEN
6. Including mental disabled children: from regul. school
8. Perspectives on inclusion: research with parents and children on a Special school
Experiences as project leader of this kind of practice based research

In short time a whole district becomes:
- interactive professionalism in voicing and dialogue:
  develop meanings, sharing opinions and subjectivities

- interactive practice development:
  district- and individual schools develop from ‘inside’ out

- knowledge conduction by practice researching
  8 practice based research of students: with findings
  that have a spin off for all 35 schools
The main experience for me in this process:

The Commitment of 142 professionals in a district: to human values, developed in dialogue with each other, and from the scale of perspectives consider conducting an ‘inclusive education practice in their whole district. That’s great in mine opinion!!
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