

# **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 óne theme of the fieldresearch 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 councellors**
  - 5 ambulant councellors**
- 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 there 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’.

## Selection of dates: The values of inclusive education

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.  
There 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 councillor: educational support needs from perspective of teachers, parents & children SEN
6. Including mental disabled children: from regul. school
7. Including mental disabled children: from expert. Centr.
8. Perspectives on inclusion: research with parents and children on a Special school

## **Experiences as projectleader 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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