

Children who learn together learn to live together



International Summit and Seminar on Inclusive Education - Part 2

'Schools FOR ALL'

Every. One. Included.

November 27-29, 2017 | UP Film Institute, Diliman, Quezon City



Schools for all : inclusive and supportive

***We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude and brilliant.
We take them with different sexual orientation, with dyslexia and with autism....***

We take them all. Everyone. And that is why it is not a business or should go beyond just passing exams: it is

EDUCATION! - Adapted from Cirone, 2011



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Sustainable Development Goal (SDG) 4



#4: Ensure inclusive and quality education for all and promote lifelong learning



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Post-Education for All (EFA)

- 1. Numbers of out-of-school-children stagnating since 2011.**
- 2. “More of the same” is no solution / system change needed to support different learner & learning needs**
- 3. Challenge stereotyping demeaning language / discrimination in educational expectations.**
- 4. Focus on equal opportunities/equity, adapt to realities of different learners.**
- 5. Diversity as an educational resource to improve teaching and learning for all.**



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Schooling or education?



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What Albert Einstein said:

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing to be stupid ...



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Many children remain out-of-school because of:

1. Where they live (rural-remote; slums; refugee/IDP camps)
2. How they live (poor; malnourished; mobile; HIV/AIDS)
3. What they or their parents do (domestic workers; sex workers; child soldiers; street beggars)
4. Who they are (gender; with disability; minority; migrants)



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Negative terminology & multiple identities

CP child; slow learner; SPED child; CWD;
street-child; a stutter; at risk child

- Labels are often perceived negatively and reinforce negative attitudes and stereotyping
- Labels are often given as if non-changeable
- Labels focus on only one identity aspect

As adults, children have **multiple identities!**

It is inconvenient that children are different and learn differently, but unless we face up to that inconvenience, we will not teach them well



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In, but still out



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What does an inclusive classroom look like?

1. Teacher welcomes every child every day
2. Morning meetings (Circle Time) openly discuss and celebrate difference and diversity (stimulating social-emotional learning)
3. Children of the same/similar age learn the same basic mainstream curriculum in different ways (differentiated)
4. Student groups and/or “learning stations” promote cooperation
5. Child profiles
6. All children ask/answer questions, follow instructions, look interested, write on blackboard, use TLM, present their work
7. Quiet space
8. Visual aids around the classroom
9. Peer teaching and child-to-child / buddy system
10. Teaching/modelling of caring, respect, empathy
11. Team teaching



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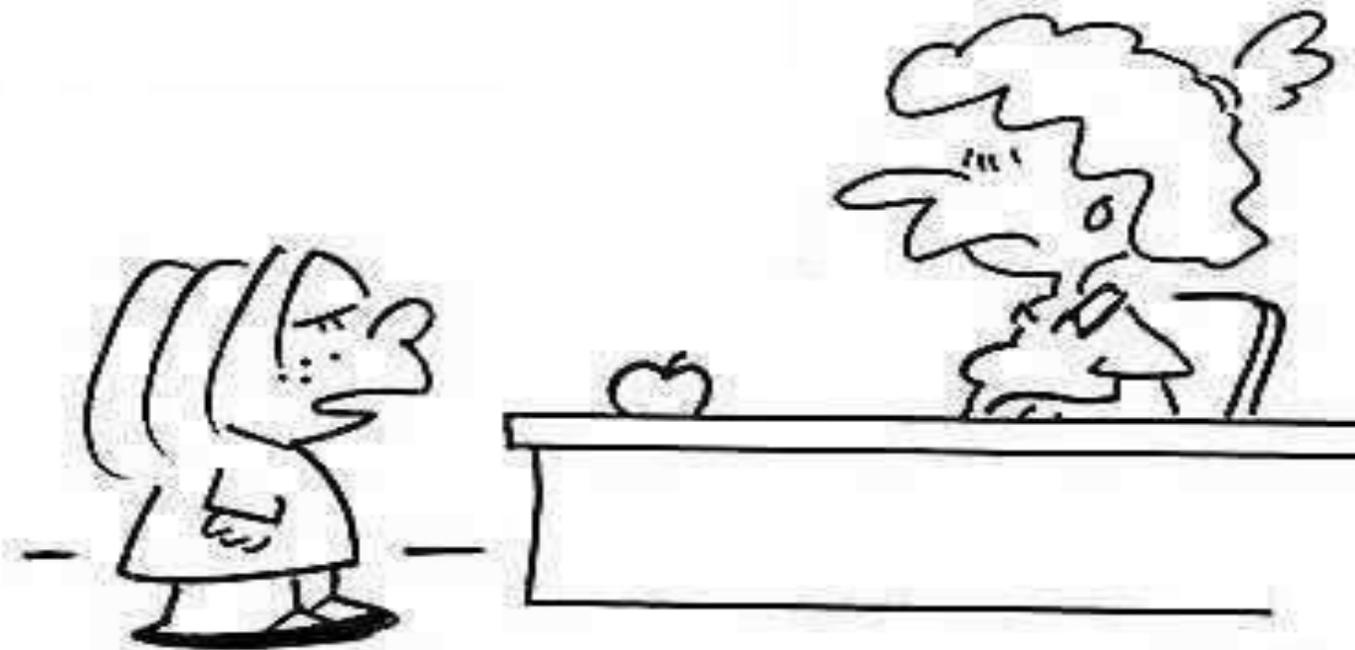
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Are teachers sufficiently supported?



"How do you know I have a learning disability?
— Maybe you have a *teaching* disability!"



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INCLUSION INITIATIVE



The
Teacher's
Gallery



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What makes inclusive teachers? They

1. know the children they teach as 'whole' persons (also reflected in their lesson plans)
2. are aware that quality education and learning outcomes look different for different children
3. accept responsibility for every child
4. model respect and tolerance (welcome all abilities)
5. know a variety of teaching strategies & how to use them effectively (including games to build community in the classroom)
6. have reflective and problem solving skills (seek support from other teachers)
7. observe students continuously & use formative assessment
8. adjust assignments & classroom activities
9. use TLM for different levels of learning
10. value different skills in students
11. communicate regularly with parents/caregivers



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What should a teacher see and do?



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What needs to be addressed for schools to become inclusive?

1. **Information/data gaps (situation of different deprived children)**
2. **Attitudes (fear, embarrassment, low expectations)**
3. **Economic barriers (poverty)**
4. **Accessibility (of the curriculum, of buildings, WASH)**
5. **Policies (inflexible, language of instruction, segregation)**
6. **Practices (teacher centred, rote learning, test-driven)**
7. **Resources (teacher shortage, large classes)**



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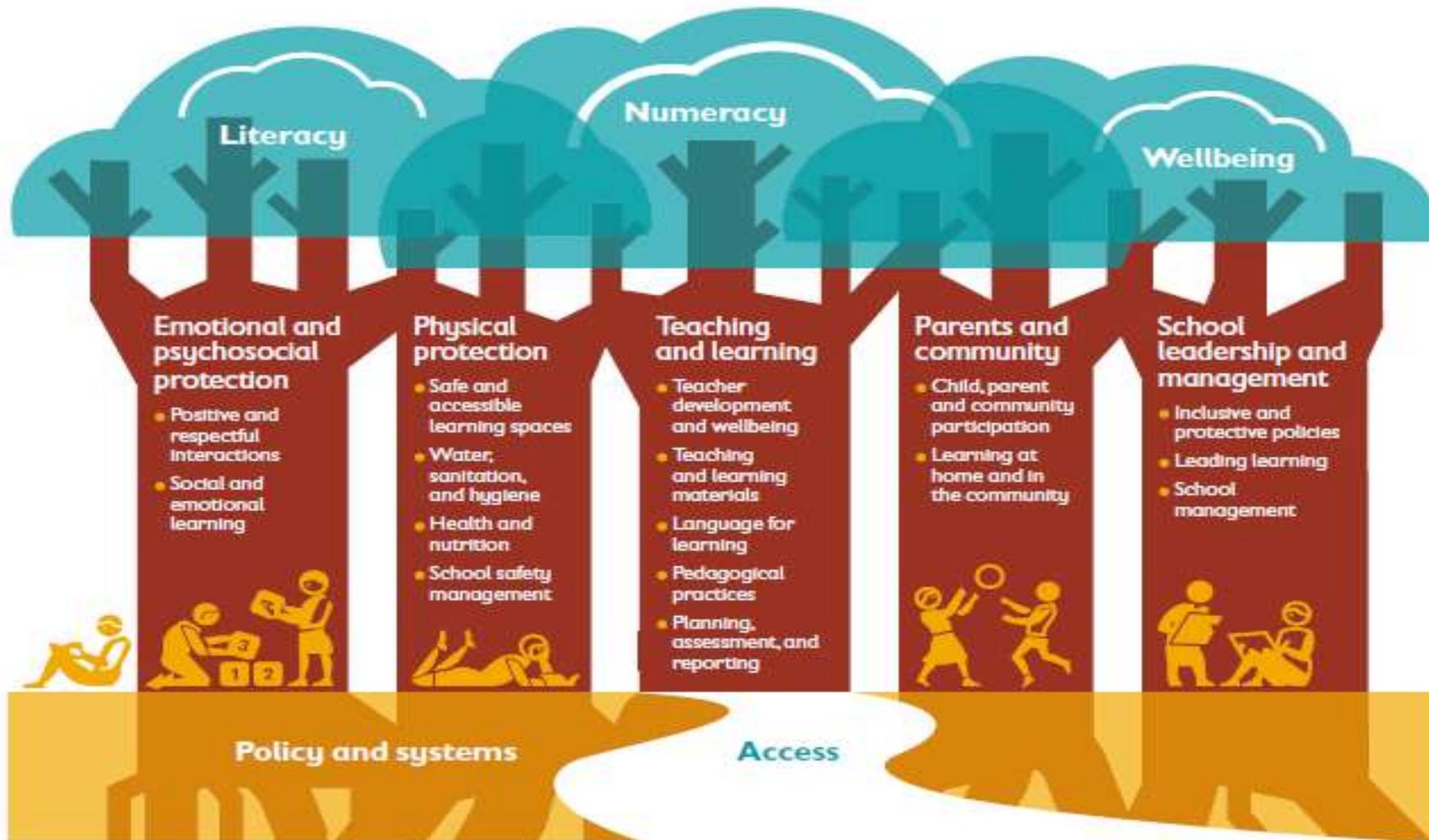


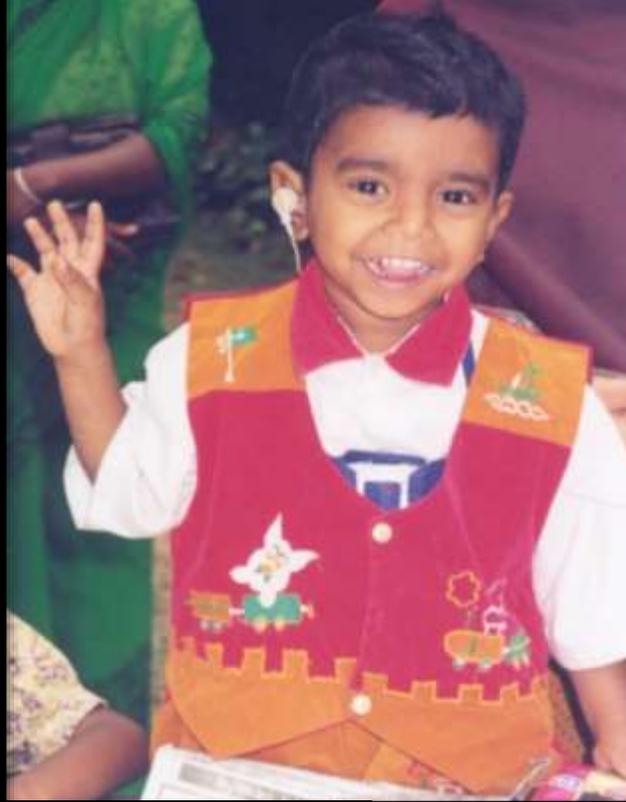
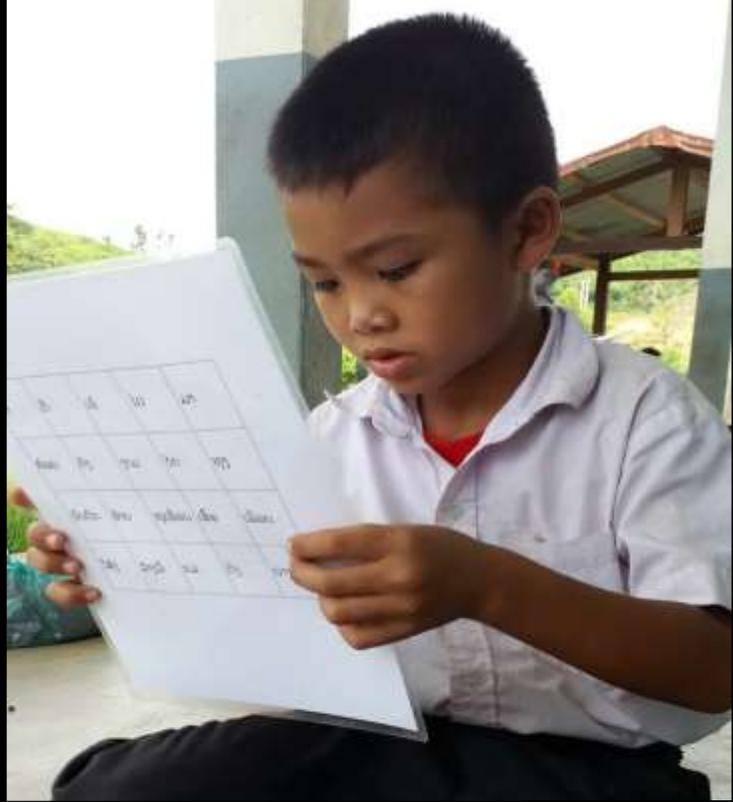
INCLUSION INITIATIVE



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A Quality Learning Framework





THANK YOU