

Waikato – home of the Chiefs



Hamilton, New Zealand

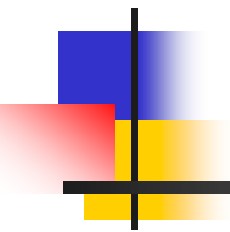


Education that fits – like a glove



Education that Fits

David Mitchell, 2008

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- Introduction
 - The New Zealand Experience
 - The International Context
 - From Exclusion to Inclusion
 - What is an Inclusive School?
 - Experiences of Inclusion
 - Why Inclusive Education?
 - Inclusion Goes Beyond the Classroom
 - What Are the Barriers to Inclusion?
 - The 'Magic Formula' for Inclusion
 - What Teaching Strategies Really Work?

Education that Fits



- **Special Education 2000 (NZ)**
- **Special Education Advisory Committee**
- **Education Act and related policies**
- **Ongoing Resources Scheme**
- **Special Education Grant**
- **Resource Teachers Learning and Behaviour**
- **Professional development programmes**

Education that Fits



Salamanca Statement (UNESCO 1994)

- **Every child has a fundamental right to education**
- **Every child has unique characteristics, interests abilities and learning needs**
- **Those with special education needs must have access to regular schools which should accommodate them within a child-centred pedagogy**
- **Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, ... building an inclusive society and achieving education for all...**



Education that Fits

Convention on the Rights of Persons with Disabilities (UN 2006)

Article 24: shall ensure an inclusive education system at all levels directed to

- **Full development of human potential**
- **Enabling persons with disabilities to participate effectively in a free society**
- **Children with disabilities are not excluded from free and compulsory primary or secondary education**
- **Reasonable accommodation of the individual's requirements**
- **Persons with disabilities receive the support required**

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Stages from Exclusion to Inclusion

- **Exclusion (kept out/ pushed out)**
- **Segregation**
- **Integration**
- **Inclusion**



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- **Why Inclusive Education?**

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Education Goes Beyond the Classroom

Groups

Classroom

School

Education System

Community

Society

Education that Fits



Inclusion: the Dream

What are the barriers to inclusion?

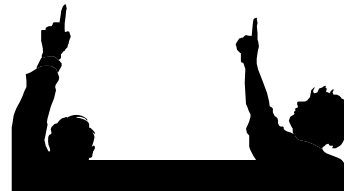
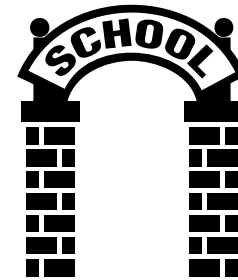
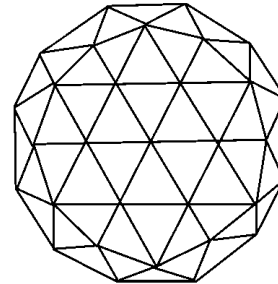
Education that Fits



The 'Magic Formula'

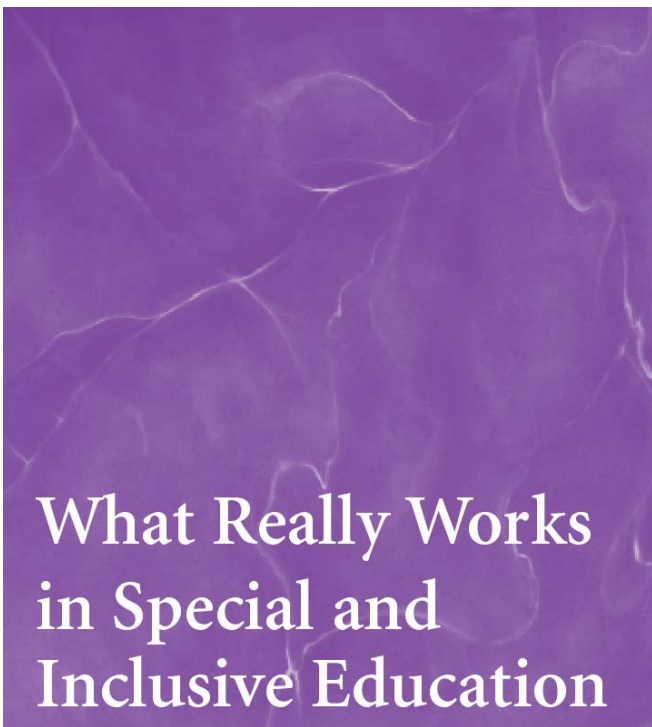
**Inclusive Education =
V + P + 5As + S + R + L**

Symbols of inclusion





My new book!



What Really Works in Special and Inclusive Education

Using evidence-based
teaching strategies

DAVID MITCHELL



What Really Works in Inclusive Education?

- **What do we mean by evidence?**
- **A Learning and Teaching Model**
- **24 Teaching strategies**



What Really Works in Inclusive Education?

1. Parent involvement

- **Parents' roles**
- **Why develop partnerships?**
- **Why do some parents need support?**
- **What are the levels of parent involvement?**
- **How can we develop effective partnerships?**
- **Some evidence**
- **Barriers**



What Really Works in Inclusive Education?

2. Cooperative Group Teaching

- Essential ideas:
 - Interdependence
 - Individual accountability
 - Cooperation
 - Evaluation
- Two types of groups
 - Mutual assistance groups
 - Jig saw groups
- Teachers' roles
- Evidence



What Really Works in Inclusive Education?

3. Peer Tutoring

- **What is the idea?**
- **Who benefits?**
- **How does it work?**
- **What is the evidence?**
- **How can we reduce any risks?**



What Really Works in Inclusive Education?

4. Memory strategies

- Why teach memory skills?
- What are mnemonics?
 - Keyword strategy
 - Pegword strategy
 - Letter strategy
 - Picture strategy
- What is the evidence?
- Other memory strategies:
 - Attention is the key
 - Rehearsal necessary
 - Key facts in primary memory
 - Transform material into mental representations
 - Use chunking



What Really Works in Inclusive Education?

5. Cognitive Strategy Instruction

- What is cognitive strategy instruction?
- Some learners have inefficient learning strategies
- General strategy instruction
 - Think ahead
 - Think during
 - Think back
- Specific strategy instruction
- WWW What=2, How=2
- Some evidence



What Really Works in Inclusive Education?

6. Classroom climate

- **Three main factors**
 - Relationships
 - Personal development
 - System maintenance
- **Create a safe and trustworthy environment**
- **Help learners set goals**
- **Provide a motivating learning environment**
- **Convey high, but realistic expectations**
- **Establish clear rules and boundaries**
- **Take up appropriate positions in the classroom**
- **Some evidence**



What Really Works in Inclusive Education?

7. Review and Practice

- **Why are they important?**
- **Three key ideas:**
 - **Provide opportunities to engage with the same idea on different occasions**
 - **Provide opportunities to practice new skills in different contexts**
 - **Give appropriate homework**
- **Some evidence**
- **Some risks**



What Really Works in Inclusive Education?

8. Formative Assessment and Feedback

- The underlying ideas
 - Assessment should serve educational purposes
 - Formative vs summative assessment
 - Probe for knowledge
 - Feedback is valuable
- What is formative assessment?
- What is feedback?
 - Timely
 - Explicit
 - Focus on strategy, not ability or effort
- Some evidence