

1

Perspectives on Inclusion: Discourses, Politics and Educational Practice

Chapter Outline

Introduction

Defining inclusion: a semantic chameleon

Inclusive education and the question of change

Perspectives on inclusion

Summary

Perspectives on Inclusion: Discourses, Politics and Educational Practice

Reflective Exercise

What does inclusion mean to you?

What aspects of educational change are prioritized by inclusion?

What does change mean within your context of practice?

Why is inclusive education a human rights issue?

In what ways is the notion of inclusion reduced to a special education subsystem?

Is it always possible to provide appropriate support in mainstream classrooms or is temporary/part-time removal from the mainstream classroom a better option in some cases?

Why is inclusion a complex and contested term?

What does it mean to have an inclusive education system?

In what ways does the notion of disability intersect with issues of colour, ethnicity and socioeconomic status?

Outline two perspectives on inclusion and discuss their implications for educational practice.

2

Pedagogy for Inclusion

Chapter Outline

Introduction

Inclusive pedagogy: a paradigm shift

Educational differentiation for socially just and
non-discriminatory learning

The principles of Universal Design for Learning (UDL)

Inclusive pedagogy and teachers' professionalism

Summary

2

Pedagogy for Inclusion

Reflective Exercises

Can you identify the dangers lurking behind the recognition of 'difference'?

In what ways can mainstream schools respond to learner diversity in non-discriminatory ways?

Why does inclusive education necessitate a critical re-consideration of the notion of pedagogy?

Why is a graduated response to disability and special educational needs important?

Are there common educational practices that can be adopted for all students irrespective of their diverse needs?

What is (should be) the role of teachers in current schooling, and how are they empowered to promote inclusive education?

3

Special Education Policymaking: A Critique

Chapter Outline

Introduction

Theorizing special education: a historical perspective

The politics of special educational needs and disability

Theorizing special education: a new perspective

Postmodern/poststructural theorizing and special education

Postmodern/poststructural theorizing: a multi-paradigm shift and
its implications for special education policy and practice

Theoretical pluralism under scrutiny: implications for political action

Summary

3

Special Education Policymaking: A Critique

Reflective Exercise

What is the role of power in understanding and analyzing the notion of special educational needs?

In what alternative ways can the notion of 'special educational needs' be understood and analyzed?

What is the significance of post-functional theorizing in understanding the complexity of special educational needs and disability?

4

Understanding Inclusive Education Policymaking

Chapter Outline

Introduction

Inclusive education policy analysis

The politics of inclusive educational policymaking

Summary

4

Understanding Inclusive Education Policymaking

Reflective Exercise

How do you understand the metaphor of educational policymaking as a struggle?

How do you understand the complex, contradictory and contested character of inclusive education policymaking?

5

Defining the Notion of Ideology: The Interplay of Ideas

Chapter Outline

Introduction

Understanding ideology

Language, ideology, power relations and educational policymaking

Ideology and the interplay of action and structure:
an exploratory agenda

Ideologies and the politics of inclusive educational policymaking

Summary

5

Defining the Notion of Ideology: The Interplay of Ideas

Reflective Exercise

In what ways can language become a powerful means for exerting social control?

Why is it important to have an informed awareness of how and what we construct through language?

What conceptions of the 'ideal student' emanate from the predominance of the discourse of marketization?

How do you understand the social response to disability? What are the implications for education policy and practice?

On what basis has the social model of disability been criticized?

6

Inclusive Policies and Institutional Conditions

Chapter Outline

Introduction

Constitutional and legislative conditions

Administrative-political and bureaucratic conditions

Economic conditions

Deconstructing legislation: deconstructing unequal power relations

Summary

6

Inclusive Policies and Institutional Conditions

Reflective Exercise

Think of recent legislative developments in your context and discuss the extent to which they promote or hinder aspects of inclusive education.

Think of a number of institutional conditions (within your country/context of practice) that undermine attempts to foster greater inclusive policies and practices.

In what ways do contradictory policies undermine attempts to foster greater inclusive policies and practices?

7

Cross-Cultural Perspectives on Inclusive Education Policymaking

Chapter Outline

Introduction

Globalization and inclusion: the dialectic of the global
and the local

Policy borrowing in inclusive education

7

Cross-Cultural Perspectives on Inclusive Education Policymaking

Reflective Exercise

How do you understand the historically and culturally grounded character of inclusion?

What aspects of your socio-political context need to be addressed in order to foster greater inclusive policy and practice?

To what extent and under what conditions can Western-centric inclusive education policies and practices become global?

In what ways are aspects of neo-colonialism reflecting the interests of global capitalism, influence the ways in which disability is viewed and experienced in developing countries?

8

Conclusions

Reflective Exercise

Why is it necessary to maintain continuous and critical debate about inclusion?