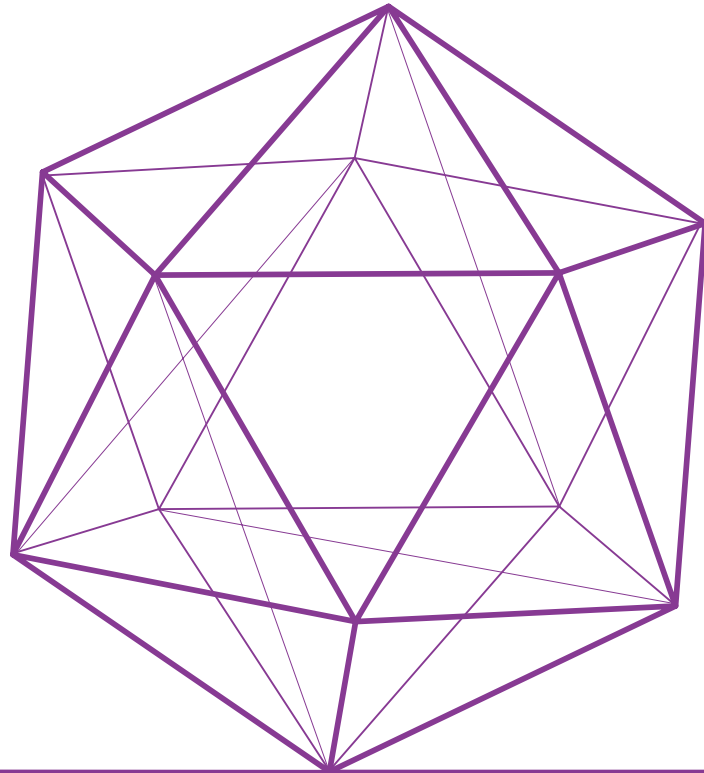


EDITED BY ADRIAN ASHMAN



**EDUCATION FOR
INCLUSION AND
DIVERSITY**

6TH EDITION

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PREFACE

Not so long ago, I met with a group of students who had just finished their first practicum placement as part of their teacher education program. Some had been in primary and others in secondary schools. All agreed that being in the role of teacher was an exciting experience and not quite as daunting as they'd expected. All were also looking forward to sharing their experiences with their university peers, getting back into their respective practicum schools, and eventually beginning a career as a qualified teacher.

The group had been assigned to classes that contained students from a range of cultural backgrounds and varying educational capabilities. This included young students who were of above-average ability, recent arrivals from other countries, and those with an intellectual disability, autism, vision impairment, or with specific literacy and numeracy needs. Every one of these capable young men and women asked me questions about how to work with the wide range of students in inclusive education settings, and many of the questions were about specific students and specific classroom situations.

This book provides readers with a comprehensive overview of the context, fundamentals, and practices of teaching in contemporary Australian schools in which inclusion is an overarching and guiding principle. It covers the issues that those newcomers to teaching discussed with me, and many more. It is both a source book and practical guide that systematically introduces the concept of inclusion, practical teaching methods, and strategies to ensure that the learning needs of all students at every level of schooling are identified and accommodated.

Many similar textbooks describe the theories and practices that are pertinent to inclusive education but neglect to demonstrate to the readers how the fundamentals and teaching strategies are actually applied. In this book, we have adopted a problem-based learning (PBL) approach using scenarios based on real situations. PBL locates the application of principles and pedagogy within practical teaching and learning contexts and encourages readers to self-test their knowledge of each chapter's content and to consider how that knowledge might be applied to common teaching-learning events.

This book is, therefore, a resource that complements the formal teacher education program presented in university lectures and tutorials, and also provides a framework for individual research and discovery by the readers themselves. Having said that, there is also much in this book that experienced education practitioners might find useful, from early childhood through to tertiary settings.

This edition of *Education for diversity and inclusion* is divided into two sections: Principles and Methods. In the Principles section, the authors introduce issues that underlie the successful establishment of supportive and cooperative teaching-learning environments. Put in another way, the content of these chapters represents the pillars upon which evidence-based practices are built. In the Methods section, the authors provide the pedagogy, that is, the methods and practices that link theory to application. You will, therefore, find references to concepts and processes that were introduced in the first section.

For each of the authors, writing thousands of words would be pointless if those words didn't contribute to your professional development as a teaching professional, so we have endeavoured to carry out a conversation with you via PBL. Be aware that you won't have all the information you might need to solve the riddles surrounding the young people who are the foci of the scenarios presented in each chapter. Also be aware that the authors' analyses, and suggestions for what might be best practice, are only potential actions or solutions based on the information provided. We therefore invite you to explore each topic beyond the content provided in the book and in the context of the lectures and tutorials that you will attend in the course of your studies. With this in mind, treat the scenarios and examples provided in each chapter as templates on which you can build resources that are relevant to the curriculum areas and school level in which you teach.

Finally, at the end of each chapter you will find a section called 'Facts about ...'. These provide basic information about a dozen topics including Autism Spectrum Disorder, intellectual disability, gender issues, and vision impairment. The 'Facts about ...' segments are intended as a quick reference and also provide some specific tips about how you might assist students with various characteristics.

I hope you enjoy the experience of working through this book, most likely under the expert guidance of your university lecturer. At the end of your course, don't throw the book away as it will continue to be an important resource located in your own professional library.

Best wishes,
Adrian Ashman

ACKNOWLEDGEMENTS

Feedback from experts in the field plays a vital role in producing the book you are now reading. We would like to thank all of the reviewers whose valuable suggestions for previous editions have helped us to produce this text, and would especially like to thank the following reviewers for contributing their time and expertise by providing feedback for this edition.

- ▶ Greg Auhl, *Charles Sturt University*
- ▶ Diane Chambers, *The University of Notre Dame*
- ▶ Deborah M. Green, *University of South Australia*
- ▶ Christopher Rayner, *University of Tasmania*
- ▶ Amy Cloughton, *Federation University Australia—Ballarat*
- ▶ Nicky Brunner, *The University of Sydney*
- ▶ Nicole Alan-Todd, *University of Southern Queensland*
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EDUCATOR RESOURCES

A suite of resources is provided to assist with delivery of the content, as well as to support learning and teaching.

Test Bank

The Test Bank provides a wealth of testing material. Updated for the new edition, each chapter offers a wide variety of question types, arranged by section. Questions can be integrated into Blackboard, Canvas or Moodle Learning Management Systems.

Digital image PowerPoint slides

All the diagrams and tables from the course content are available for lecturer use.

INTRODUCTION

PRINCIPLES

As you will see from the table of contents, this section covers a wide range of topics that, collectively, provide the pillars on which inclusive education is built. Looking at them in a slightly different way, they constitute foundation chapters because the ideas and the issues presented apply to teaching and learning at all levels of education, from early childhood through to tertiary education settings and beyond.

In Chapter 1, Adrian Ashman lays out an attitudinal approach to inclusion that encourages teachers to respond to each of their students as individuals with idiosyncratic approaches to learning based upon a learning history, attitudes to teachers and to learning, and diverse skills and capabilities. Embracing such a mindset assists teachers to develop and adapt their teaching approach to include all students fully in their classroom or other teaching–learning context.

In Chapter 2, Shiralee Poed describes the laws, rules, and regulations that govern teachers' work and the delivery of the curriculum; and, in Chapter 3, Ruth Croser sketches the many ways in which information and communication technologies can assist and improve the delivery of the curriculum.

In Chapter 4, Wayne Parkins, Chris Boyle, and Jo Anderson set out the interpersonal and social dimensions that affect learning. They detail the social–emotional development that occurs over 10, 11, or 12 years of formal schooling, which sets the stage for life after school. Closely associated with this is Bob Conway's Chapter 5, where he focuses attention on developing strategies that encourage productive student behaviours that are preventive and responsive to students' needs and the social–emotional environment in which learning occurs. Finally, in Chapter 6, Peter Merrotsy reminds us that students who have special gifts and/or talents can experience difficulties and unhappy times at school; and it should not come as a surprise that these circumstances often have a social–emotional basis.

METHODS

This section begins with a duo of chapters that sets out some of the fundamental pedagogical principles and approaches. In Chapter 7, David Evans describes and exemplifies the relationship that exists between the design of classroom curriculum and students' learning outcomes. He focuses attention on the often-used structure found within the concept of Universal Design for Learning that aims to make the curriculum accessible to all students in any teaching–learning situation. Paul Pagliano's Chapter 8 considers the learning needs of students within cognitive and sensory domains with an emphasis upon the benefits of cooperative learning.

Chapters 9 and 10 focus the reader's attention on literacy and numeracy. Christa van Kraayenoord covers the many issues associated with developing students' literacy in Chapter 9 and, in Chapter 10, John Munro deals with numeracy in much the same way.

In Chapter 11, Donna Pendergast and Susanne Garvis lead us through the early childhood to middle years of school and the challenges that these periods hold for many young learners. They present a range of strategies that teachers might use to build and maintain community, and demonstrate ways in which inclusive education practices can help students to achieve realistic learning outcomes. In Chapter 12, Karen Moni and Ian Hay take us through to the end of secondary school with discussions about secondary schooling environments and the issues faced by schools, teachers, and students as they deliver—or receive—the curriculum that accommodates the breadth of students' needs.