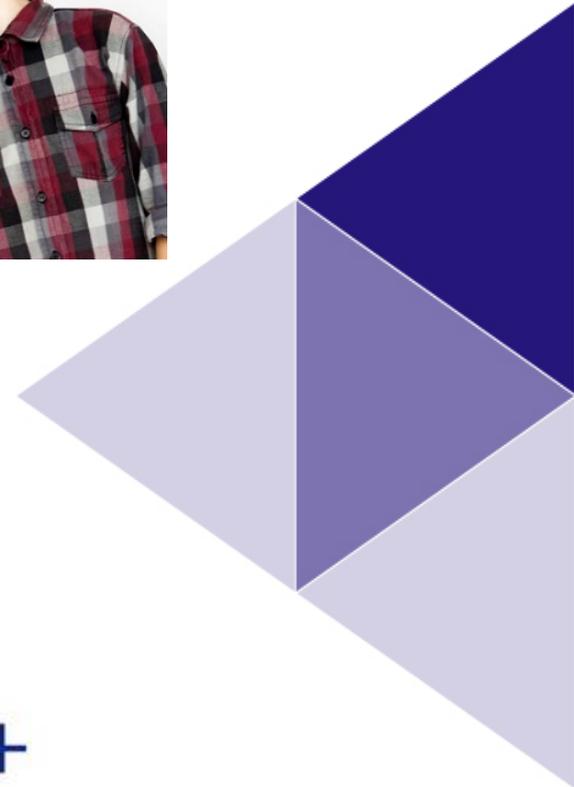


Closing Conference Social Inclusion for young children





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Inclusion – What does it mean and how can it be accomplished?

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Inclusive Education



- 1) Different meanings of inclusion in research
- 2) Empirical studies of "best practice"
 - a) Leadership for inclusion
 - b) Teaching for inclusion

Inclusion as a special needs concept

One word – many meanings....

Forerunners: integration, mainstreaming

The Salamanca declaration 1994 (redefining special needs education); mostly about students with disabilities but other groups are mentioned

Inclusion concerns several levels (Martina)

Different understandings of inclusion in special needs research

- 1) All students/children are part of the mainstream classroom/preschool (placement)
- 2) Inclusion is not only about placement, children with special needs have to be educationally and socially included
- 3) Inclusion means that every child is educationally and socially included (i.e. includes all kinds of differences)
- 4) Inclusion involves building learning communities (teacher in Kirstens film, Halleh)

Study 1

Lindqvist, G. & Nilholm, Claes. (2014)

Promoting inclusion? – “inclusive” and effective head teachers’ descriptions of their work.

European Journal of Special Needs Education, 29(1),
74-110

Criteria for choosing 'inclusive' head teachers

- 1) Displayed a relational perspective on our questionnaire (to all head teachers in one municipality)
- 2) Running school with good results
- 3) Nominated by administrators at the municipality as working inclusively
- 4) The interview itself

Inclusive leadership

- Visions
- Communicate with and show trust in staff
- Make room for staff development
- Actively take part in the daily workings of the school
- Evaluate activities systematically
- Help develop teachers their teaching skills
- Delegated leadership
- Consider the role of the special educator as important
- Teacher rather than assistants in the classroom

Study 2



Nilholm, C. & Alm, B. (2011)

An inclusive classroom? A case study of inclusiveness, teacher strategies, and children's experiences.

European Journal of Special Needs Education, Vol. 25, No. 3, August 2010, 239–252

Study of an inclusive (?) classroom

5 children with disabilities; 15 in the classroom

A fifth grade classroom, 2 teachers

5 children with disabilities, ethnically homogenous,
differences in social background

The classroom was chosen from a pilot-study involving
8 teachers known to work well with diversity

Criteria for establish that it actually was an inclusive classroom

- a) Differences should be valued
- b) Students should be socially included
- c) Students should be educationally included (outcomes, work forms)

Data



Notes from participant observations (about 35 days)

Interviews with teachers

Sociograms

Questionnaires to the pupils

Interviews with pupils

Poems

3 purposes

- ▶ Develop a methodology to study the inclusiveness of an environment
- ▶ Teacher strategies for inclusion
- ▶ In depth analysis of pupil perspectives

The general outcome



Interviews, questionnaires and observations showed that it to a large degree was an inclusive environment

- It was ok to be different, a classroom ideology (teachers used two discourses)
- Students felt safe and enjoyed their class
- Educational attainment was well above what could be expected given the catchment area

Teacher strategies

1) Adapt instruction to the individual needs of children.

2) Provide clear frameworks in the form of:

Ground rules, that is, everyone has the right to voice their opinion and should respectfully listen to others' opinions. This means that you must not laugh at other people's point of view. You do not have to agree on issues, and it is natural and a good thing that people have different points of view and are different.

Clear planning of the school day and of what is expected of the children.

Taking immediate action when problems arise.

Teacher strategies (cont)

3) Utilise group activities in order to strengthen social processes and learning, initially team-building. Altogether roughly 50% of the activities in the class were conducted in groups.

Include talking and discussions in academic exercises , even in maths, and encourage joint problem-solving.

Discussions in the whole class about serious subjects

4) Good relations with parents

Teacher strategies (cont)



5) Respect the children, be positive and avoid confrontational relations, thus never letting children lose face. This theme also involves always including the possibility of choice and trying to provide positive feedback. Teacher A expressed several times that 'they are fine children', which could be seen as an expression of a general attitude towards the children.

The teachers also mentioned the small group and their joint work as important prerequisites

A pedagogical credo...

Some in the other classes say that we only play
around and have fun

and that is almost true

but what they don't know is that that is the way we
learn things

If we have played something fun or been on a
fieldtrip

then we write about it and if You haven't done
anything fun

Then You do not have anything to write about and no
fun

Not everything is fantastic...

One in the class is not so good at talking and writing

So he has a computer on his desk to help him

He went to a language class before

Drawing cartoons

And being a good friend

Are things he is good at

That guy is me

That I dared to say that!

What it is all about....

My heart froze and I almost always felt alone
When I went to language class
Before this school
I was almost always alone



I like to work with others
When I get to work with Jens and Lena and the others
Then my heart laughs and becomes warm
Because we talk in such a good way with each other
And we help each other
And we know different things
And we pull out the good things in each other