

# **DISSERTATION**

## **MOVING TOWARDS A POSTMODERN LIBERATORY PEDAGOGY IN SPECIAL EDUCATION : ONE SCHOOL DISTRICT'S BEGINNING.**

**by**

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This Dissertation contains no material which has been accepted for the award of any other higher degree or graduate diploma in any tertiary institution. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person, except when due reference is made in the text of the dissertation

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## ABSTRACT

Postmodernism, constructivism and liberatory pedagogy propose an active stance towards educational change, constructing, deconstructing and reconstructing knowledge, meaning and pedagogy, rather than accepting the knowledge traditions of the past. In this paper, they provide a framework for enquiry into the deconstruction of modernist, functionalist knowledge tradition in special education and create a freedom to construct new knowledge and meaning - to transform. They provide a forum to challenge past and present beliefs and assumptions in special education, identify a paradigm shift and explore a movement towards postmodern, liberatory pedagogy.

The research question which this paper poses - 'What is one school district's beginning: A description and explanation of the movement towards liberatory pedagogy in special education', demands an investigation of the liberating aspects of 'inclusive schooling' which move it away from the functionalist deficit models of the modern era. While it retains some limiting bureaucratic structures, inclusive schooling begins to move towards 'adhocracy' and liberatory pedagogy, as it uses knowledge and meaning to transform and to address the rights and choices of students.

To carry out this investigation, the paper unfolds the historical movement of policy and practice - of paradigm, in the education of students with disabilities, in Britain, the USA and Australia. Having developed this historical and paradigmatic context, the paper examines the paradigm shift being experienced by school communities in Tasmania. The shift deconstructs modernist thinking and begins to move pedagogy away from deficit models, towards a postmodern liberatory pedagogy.



The paradigm shift is investigated through a description and explanation of one educational district's inclusive schooling model and within this model uses qualitative research - action research case studies - of students in their school communities. The case studies explore the shift of beliefs and assumptions, which has brought about construction, deconstruction and reconstruction of postmodern liberatory pedagogy in those school communities. By summarising the case study outcomes, the paper defines the key pedagogical changes through which these educational communities are challenging past and present knowledge traditions, constructing more complex knowledge, meaning and skill, shifting paradigms, creating freedom to choose and moving special education beyond 'inclusion of students with disabilities' towards postmodern liberatory pedagogy.

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## Introduction

In the *National Strategy for Equity in Schooling* (N.S.E.S., 1994), equity is defined as,

'...the concept of equal access to school education and the fair and just distribution of benefits from the school education system. The concept is based on the belief that all children have the right to an effective education.' (N.S.E.S., 1994) While the notion of equity in schooling could be viewed as one of the outcomes of a shift in paradigm in the social sciences and in their professions of education and special education, its growth can more recently and specifically be identified in Australia in the development of documentation which describes **education** as one of the ways of working towards a more just and equitable society. The commitment of Australian governments to ensuring equity in education is reflected in the *Common and Agreed National Goals for Schooling*. Included in these goals is the requirement for an excellent education which develops all young people and the promotion of equality of opportunity through provision for groups with special needs. All States and the Commonwealth are working towards a national equity strategy that incorporates common principles and strategies. In response to this national educational reform agenda, Australian education systems have developed policy and practice such as the new broadbanded *National Equity Program for Schools*, (N.E.P.S.), which pursue equity for all enrolled students, but which focus especially on those groups of students who are known to gain significantly less from their education than the population as a whole. One of these groups is students with disabilities.

In this paper I will attempt to describe aspects of the liberating thought and practice involved in implementing a particular approach to the education of students with disabilities in one school district in Tasmania. This approach is

'inclusive schooling'. Inclusive schooling is defined by the Tasmanian Department of Education, Community and Cultural Development (D.E.C.C.D.), in its *Inclusion of Students with Disabilities in Regular Schools Policy* as -

the outcome of attempting to provide for all students, including students who have disabilities, in mainstream regular schools. Inclusion implies providing for all students within the educational program of the regular school. The emphasis is on how schools can change to meet the needs of students with disabilities. (Tasmania Department of Education and the Arts, 1995, p.1)

The Tasmanian Department of Education, Community and Cultural Development definition is used as a starting point in this introduction, as the Tasmanian context is the focus of the research study in this paper. However, other definitions of inclusive schooling from Australian, British and American literature are discussed in Chapter Five of this paper.

Inclusive schooling, while it retains some limiting bureaucratic structures, which will be identified, responds to a paradigm shift and its educational reform agenda, equity in schooling, and begins to move towards postmodern liberatory pedagogy. This approach uses knowledge and meaning to encourage transformation and change. Inclusive schooling begins to address the issues of rights, choices, participation and equity for disabled students - for all students.

The research question which the intent of this paper proposes then, is 'What is one school district's beginning?: A description and explanation of the movement towards a postmodern liberatory pedagogy?' What follows, is a small investigation into the beginnings of a **shift in paradigm, in special education in four school communities in that district and into the deconstruction and reconstruction of pedagogy in those communities.**

A paradigm, or world view, provides a shared pattern of beliefs and assumptions about the world. These beliefs provide a structure within which to make choices and to act. Special education is experiencing such a paradigm shift. The old knowledge tradition, the beliefs and assumptions which developed within and perpetuated a deficit model in special education are being challenged by a new set of beliefs and assumptions based on a postmodern constructivist educational philosophy and notions of equity in schooling. Educationalists and special educationalists are being challenged to act differently because of the paradigm shift. They are being challenged to 'deconstruct', or to critically analyse and take apart those policies and practices which perpetuate deficit models and inequity. They are being challenged to 'reconstruct' or to inform themselves, to reflect, to engage in discourse and from the knowledge gained from 'deconstruction', to rebuild, and redefine pedagogy which liberates and accords equality.

A response to the research question is sought through a qualitative research method - action research, and the development of four case studies. The research was conducted during an eleven month period and involved four school communities, which are representative of sectors from early childhood to senior secondary. The purpose in gaining early childhood to senior secondary representation was to gain an overview of knowledge tradition, practice and discourse in relation to inclusive schooling across all education sectors. The decision to sample only one school community at each of early childhood, primary, secondary and senior secondary levels was made in relation to what could be realistically achieved in the time frame of eleven months. The boundaries of this study were also related to consideration of the research methodology, which involved the workplace teacher as researcher and to careful consideration of any additional time and work demands which the research might place on those involved. The coordination of the information collection

was facilitated through the district support services coordination role in which the writer of this paper is employed by the Tasmanian Department of Education, Community and Cultural Development. The inclusion support, case management, professional development and parent liaison components of this role in the district, provided structure, time and forums for the management of the research information.

Despite the efforts to design a realistic time frame for the research, only three cycles of planning, action and review, were achieved in each case study in the eleven month period. The three cycles corresponded to the three school terms. Burns (1994) recommends 'several cycles' and the limitation to three was identified as an issue by two case study teams. This issue is highlighted by the two level research task. On one level, the research investigated the shifts and transformations - deconstruction and reconstruction of paradigm, its discourse and pedagogy in relation to an individual student in a school community. On a second level the research investigated the shifts and transformations - deconstruction and reconstruction of paradigm and its discourse and pedagogy in relation to the school community of the student. While conclusions could be drawn from three cycles in relation to shifts, transformations, deconstruction and reconstruction achieved for individual students, conclusions drawn in an eleven month period of research can only begin to describe the shifts, transformations, deconstruction and reconstruction of pedagogy in the broader school communities.

The meaning and implications of the paradigm shifts and the changes in pedagogy are investigated in the context of a historical background. The purpose of the literature review in Chapter Three is to examine the beliefs, assumptions, policies, practices and the legislation which shaped the historical development of special education in Britain, the USA and Australia. These



beliefs, assumptions, policies, practices and legislations, motivated governments, professionals and practitioners to construct models of schooling which identified, categorized, labelled and made provision for students as 'others', as 'those with deficits' and in need of special, often segregated education.

Thus, in the case of disabled people, they have historically been ignored, devalued, and represented in largely passive and negative terms. They are viewed as the 'other' or 'outsider'. The asymmetrical power-relations in which disabled people are placed means that 'significant others' have defined their identities and needs. These include able-bodied professionals. (Barton, 1994, pp. 9 - 10)

The literature review, unfolds in Chapters Three and Four, the historical movement of thought, policy, practice and discourse in the education of students with disabilities, in Britain and the USA, and their influence on the ways in which special education has been developed, legitimated, challenged and changed in Australia, and more specifically, in Tasmania.

Having recorded in Chapters Three and Four the beliefs, assumptions, policies and legislative frameworks contributing to the construction of deficit models of schooling in these countries, Chapter Five reviews documentary evidence of the beginning of a realisation of the obviolation of human rights that this created - and the beginning of a paradigm shift, the beginning of the deconstruction of modernist functionalist thinking in relation to education of disabled students. Until the mid 1970's, literature outlining the emergence of educational provision for students with disabilities, concentrated largely on legislation, policy and resulting provision, within an assumption that 'provision equalled progress'. The journey on which this chapter takes us, investigates the movement of legislation, policy and then practice, from a deconstruction of the deficit model of schooling to a reconstruction of inclusive models of schooling, in special education. The end of this chapter provides a starting point in the context of

a shifting Tasmanian special education paradigm, at the beginning of the 1990's, to explore the research question through the movement of an inclusive model of schooling in one school district, towards postmodern liberatory pedagogy .

The beginnings of the paradigm shift are presented in Chapter Six, through a description of one educational district's inclusive schooling model. Within this model a qualitative research method - action research - is chosen to develop case studies of four students in their school communities. The research methodology outlined in Chapter One and the case studies which are described in Chapter Seven, investigate the extent to which the planning, action and reflection, involved the school communities in a paradigm shift and initiated deconstruction and reconstruction of pedagogy in the school communities.

After summarising the pedagogical changes in these school communities in Chapter Eight the paper is able to respond to the research question by drawing conclusions concerning outcomes of inclusive schooling and the new paradigm for special education. The conclusion makes links between the historical journey outlined in this paper, the paradigm shift in special education, the analysis of 'inclusion' as the state of the art in special education and the discoveries made by the four school communities during their action research, about who they can become - about next steps in the movement towards postmodern liberatory pedagogy.

## **Chapter One**

### **Research methodology**

#### **What is one school district's beginning ? : A description and explanation of the movement towards a postmodern liberatory pedagogy**

A response to this research question requires an investigation of the shift in special education thinking from modernism to postmodernism. It requires a critical analysis of pedagogy and pedagogical discourse in the social science of special education. It requires a review of the processes of social and educational transformation in special education. It requires an evaluation of one school district's movement towards liberatory pedagogy in special education.

The naturalistic approach of qualitative research meets the requirements for the investigations in this paper, as it allows an examination of the subjective and experiential aspects of a shift in paradigm - in knowledge tradition, pedagogy and discourse in special education, particularly in four school communities of one school district.

Qualitative research places stress on the validity of multiple meaning structures and holistic analysis. (Burns, 1994, p.11)

The form of qualitative research chosen to investigate the research question in this paper is action research.

The present writer agrees with the plea for more written documents of teacher/practitioner educational action research, yet it is not good enough simply to write a subjective and anecdotal account. Standards are being set and research must be systematic... Moreover the accounts ought to be written not only from the head, but also from the heart - meaning, with a passionate concern for actual fact-

finding and an equal passion for describing the feelings, beliefs and values challenged by the study. (McKernan, 1996, p. 241)

The educational action described in this paper examines a number of personal meanings - those of teachers, teacher assistants, students, senior staff, parents and educational support personnel - that are derived from a context of direct experience and perceived reality from that experience. The direct experience of all these converges in the education of students with disabilities and the perceived reality of that experience involves the expectations, challenges and achievements in the inclusive education process. The personal meanings derived from these are found in equal access and opportunity for all students to participate in all aspects of an inclusive curriculum, in ongoing professional discourse and professional development, in parent support and involvement in students' education and in collaborative team approaches to educational provision. The responsibility of the role of district support services coordinator, which the author of this paper currently provides in the school district described in the research, is to lead the teachers, teacher assistants, senior staff, parents and educational support personnel in inclusive education processes by supporting the development of these personal meanings into processes of deconstruction and reconstruction of pedagogy. Therefore the professional position of support services coordinator and the research study and methodology were able to complement each other well in developing an understanding of the personal experiences and meanings of the participants.

Thus, the reality of a given educational setting may be seen not as a fixed and stable entity but as a type of variable that might be discerned only through an analysis of these multiple forms of understanding. Qualitative methodologies provide avenues that can lead to the discovery of these deeper levels of meaning. The task of the qualitative methodologist is to capture what people say and do as a product of how they interpret the complexity of their world, to understand events from the viewpoints of the participants; it is the lifeworld of the participants that constitutes the investigative field. (Burns, 1994, p. 12)

The task of the qualitative methodologist in the research described in this paper has been to capture what actions have been taken by school communities and individuals within them, in order to discover deeper levels of meaning in the development of inclusive schooling models, which are the educational lifeworlds of those participants.

Qualitative research has helped educators to realise that a single reality should not be assumed and that attention should be paid to multiple realities and socially constructed meanings that exist in every social and educational context.

Eisner (1979) explains that qualitative methods are concerned with processes rather than consequences, with wholeness and with meanings and are characterised by being collaboratively interventionist and by methodological eclecticism. Qualitative methods focus on context specific conclusions that identify paths to new policies and educational decisions.

The action research case studies described in this paper, characterise Eisner's description of qualitative research in their attention to:

- the processes of inclusion and pedagogical change in four school community contexts,
- the collaborative case management, development and implementation of interventionist strategies within the action research cycle, and,
- the identification of outcomes and policy initiatives specific to those school communities.

Different modes of educational research are related to differing views of educational change. 'Action research is seen as belonging to critical social science in an emancipatory process and has the aim of transforming education' (Burns, 1994, p. 305). Action research involves teachers, students, parents, support staff and school administrators in critical analysis of their own situation with the purpose of transforming it to improve educational contexts. Research of this kind requires joint participation and collaboration in the process of social transformation. Because the focuses of the research in this paper are the investigation of a shift in paradigm, and the critical analysis and transformation of pedagogy and pedagogical discourse in the social science of special education, action research is an appropriate research method for this paper to employ. Its appropriateness is in its method of joint participation and collaboration in the critical analysis of existing situations, in its process of social and educational transformation and in its method of evaluation of outcomes - in this case to determine the extent of movement towards liberatory pedagogy in special education.

Kemmis and Grundy (1981) define action research in education as :

A family of activities in curriculum development, professional development, school improvement programmes and systems planning and policy development. These activities have in common the identification of strategies of planned action which are implemented, and then systematically submitted to observation, reflection and change. Participants in the action being considered are integrally involved in all of these activities. ( Burns, 1994, p. 293)

It is an approach to problem solving, which establishes the 'teacher as researcher' structure. Action research sees teachers as possessing skills which

contribute to and often lead the research task, because the successful teacher is continually seeking to understand what is taking place in the classroom and why, to intervene and to self evaluate, in order to make the best provision for students. The action research method and case studies described in Chapter Seven of this paper extend further the 'teacher as researcher' concept to involve parents, support staff, teacher assistants, school administrators and students themselves, as active participants in the collaborative investigations.

There are four main criteria for action research:

- It is situation specific,
- It is collaborative,
- It is participatory,
- It is self evaluative (Burns, 1994, p. 294).

The action research described in this paper meets all these criteria.

In each of the four school communities participating in the research the following steps were taken as part of the action research.

- the problem was identified,
- information was gathered so that there was a full understanding of the situation,
- there was a review of relevant literature and policy documentation,

- there was a selection of research procedures, choice of materials, resources and teaching methods and an allocation of tasks,
- the action plan was implemented and information was collected,
- the outcomes of the action were reviewed using the information collected,
- further action was planned as a result of the review,
- the cycle began again,
- at the end of three cycles, the research was documented in the form of a case study.

In this paper, four case studies were written to document the action research undertaken in four school communities. (See Chapter Seven)

Because the research study was to take place in an educational district of the Tasmanian Department of Education, Community and Cultural Development, a number of organisational steps were taken to set up the case studies. These included:

- a discussion with the District Superintendent of the educational district involved, in order to gain approval for the research,
- a letter was written to the Deputy Secretary (Education) of the Department of Education, Community and Cultural Development, seeking approval for this research study from the Departmental Consultative Research Committee.



The approval of this committee was subsequently given. Copies of correspondence relating to this step are included as Appendix IX.

- permission was gained from principals of schools involved, to describe the inclusive schooling model and pedagogical changes at the school,
- parent permission was gained to use information relating to the four students who were to be the focus of the case studies and it was agreed to change the names of students to protect their identities,
- case management teams were fully informed about the action research studies and the processes involved,


These case studies include accounts of the following:

- a description of the problem and situation for investigation,
- how the understanding of the problem evolved,
- what action steps were undertaken in the light of the changing understanding of the situation,
- the extent to which the proposed actions were implemented and any implementation problems,
- the intended and sometimes unintended outcomes of the action,
- methods for information gathering and management.

The method in these case studies is naturalistic, involving participants in self reflection about their situation as active partners in the research, and in discourse about interpretations and explanations emerging from the research. Discussions on the findings took place in the light of previously agreed upon evaluative criteria, i.e., the intended outcomes stated in the Student Educational Plans. Cyclic processes were used in each case study, with the action modified to address problems and progress towards intended outcomes. At the end of three cycles in each study, outcomes of the action over eleven months were reviewed and evaluations prepared for each study.

When judging the validity of the qualitative research in this paper in its conclusion, the criteria as described by Burns (1994) are used.

An account can be judged to be internally valid if the author demonstrates that the changes indicated by the analysis of a problem situation constitute an improvement to it. Such an account would therefore need to contain not only an analysis of the problem situation, but an evaluation of the action steps undertaken. An account can be judged to be externally valid if the insights it contains can be generalised beyond the situation(s) studied. (Burns, 1994, p. 301)



## Chapter Two

### The concept of postmodern liberatory pedagogy

Postmodernism, constructivism and liberatory pedagogy are the building blocks of this paper. What binds them together as a foundation is that all propose an active rather than a passive stance towards history, constructing, deconstructing and reconstructing, encouraging transformation and change, rather than accepting the deficit models of schooling that the past has delivered. They are thus an ideal foundation for this paper, for they allow a deconstruction of modernist, functionalist, deficit models in special education and create a freedom to construct new knowledge, insights and ways of thinking, and to transform. They challenge past and present knowledge traditions, patterns of belief and assumptions in special education, initiate a paradigm shift and explore a movement towards postmodern, constructivist, liberatory pedagogy. (Rhodes, 1995, p. 458)

The concepts of **paradigm shifts, modernism, postmodernism, constructivism, deconstruction, reconstruction and liberatory pedagogy** used in this paper, are taken from the broad context of the social sciences. Some time will now be spent in exploring these concepts in their broader context, and in clarifying and describing their centrality to the specific focus of the research question in this paper - postmodern liberatory pedagogy.

Thomas Skrtic, (1995) explains the **paradigm shifts** in the 70s, 80s and 90s in the social sciences of education and special education, as a movement from functional objectivism in the modern era to interpretivist, radical, humanist paradigms and subjectivism of postmodernism.

...each of the paradigm shifts in the social sciences over the past 30 years has been away from functionalism as a framework for social enquiry. This is important in a negative sense because, given its dominance in the modern era, the general abandonment of functionalism as a framework for social theorizing has undermined the legitimacy of most **modern social theory**. This is critically important for present purposes because, as we will see, it necessarily calls into question the substantive and methodological legitimacy of the social professions, virtually all of which - including education and special education - have relied explicitly or implicitly on functionalist theory to ground their knowledge, practices and discourses.

Another important consequence of the paradigm shifts in the social sciences has been the substantive and methodological development of the interpretivist, radical structuralist and radical humanist paradigms. (Skrtic, 1995, p.593)

Skrtic concludes that the wave of paradigmatic conflict resulting from the shifts left in its wake a sense of paradigmatic diversity and the trend towards subjectivism. This gave rise to the development of a framework for social analysis which he calls a new **postmodern view of knowledge** and which reconceptualizes the nature of social knowledge.

During the modern period, the general conceptualization of knowledge was *foundational*, the idea that there is a fixed set of foundational criteria against which all knowledge claims to be judged. Thus the modern perspective is *monological*; it regards knowledge or truth as a monologue, spoken in the voice of a single paradigm or theoretical frame of reference. The postmodern conceptualization of knowledge, in contrast, is *antifoundational*; it is based on the dialogical idea that there are no independent foundational criteria for judging knowledge claims, and thus that the truth about the social world is better understood as an ongoing conversation or dialogue among many paradigmatic voices and theoretical perspectives. (Skrtic, 1995, p. 595)

In postmodernism, professionals in the social sciences call for 'dialogical social analysis and antifoundational discourse' which is based on multiple methods, theories, disciplines and paradigms of social life. At present 'Postmodernism' is

a relatively vague and controversial concept in the social sciences and to analyse it fully is outside the scope of this research. However it is useful here to identify the two predominant forms of postmodernism and to nominate the form which is consistent with a movement in the social sciences towards the reconstruction of liberating forms of knowledge, methodology and practice and which in turn supports the investigation of the research question in this paper.

Firstly, the radical or Continental form of postmodernism, described by Baudrillard (1983), Derrida (1982) and Foucault (1980), rejects modern social knowledge completely, tries to deconstruct it and regards paradigms as historical 'meta - narratives' about the social world written in philosophical form. The second form of postmodernism is the progressive liberal or American form described by Bernstein (1983) and Rorty (1979), based on American pragmatism and the work of Dewey (1982, 1983), James (1975), and Mead (1934). This form accepts modern knowledge - conditionally, using it as a starting point for reconstructing new forms of liberating knowledge, through social discourse. In this form of postmodernism, knowledge is accepted or rejected on the basis of its contribution to the realization of social ideals. It is this second form of postmodernism that this paper takes as a framework for an investigation of the research question.

In essence, the progressive liberal form of postmodernism, like the earlier philosophical pragmatism of Dewey, is a method for deconstructing and reconstructing social knowledge, practices, discourses, and institutions under conditions of uncertainty - conditions in which it is recognised that there are no independent cognitive criteria for choosing among interpretations of the social world. Whereas the aim of modern social enquiry is to justify social practices and institutions by showing that they are based on an accurate *representation* of the social world, the goal of philosophical pragmatism is to change social practices and institutions by *reconciling* them with our moral ideals. (Skrtic, 1995, pp. 595 - 596)

The rise of postmodern subjectivism and the emergence of antifoundationalism in the social sciences have created crisis, and opportunity in education and special education. The crisis in knowledge is a product of the rise of postmodern subjectivism and is also a precondition for growth of knowledge and progress in education and more specifically for this paper, in special education. The methods for analysis, deconstruction and reconstruction of knowledge, practice and discourse, which antifoundationalism provides, present an opportunity for the social professions of education and special education to move towards postmodern liberatory pedagogy.

In order to begin to **deconstruct** the knowledge, practice and discourse of special education, within a framework of antifoundationalism, an analysis of the nature and effects of the practices and discourses special educators employ must consider the techniques, procedures, surveillance systems, treatment, exclusion, confinement and medication methods that these professionals have developed. This will support the identification of what has conditioned, limited and institutionalised the knowledge tradition that stands behind these practices and discourses. The purpose of such an analysis is to delegitimize and deconstruct these practices and discourses by exposing the inconsistencies, contradictions and silences contained in the knowledge tradition that maintains them. The purpose of deconstructing the practices and discourses of special educators is to clear the way to **reconstructing** them. Professional autonomy and the objectivist view of professional knowledge mean that without a crisis, the profession would not question its knowledge tradition. A crisis in knowledge is a precondition for growth of knowledge and progress in the profession of special education. Education and special education function within paradigms and bureaucracies and only a process of deconstruction can expose inconsistencies, contradictions and silences.

Sungaila (1990) talks about the new science of chaos, its critical relationship to change and its role as an agent of the deconstruction and reconstruction processes. She describes bashing the bureaucracy, challenging the prevailing wisdom, articulating and defining what has previously remained implicit or unsaid, recognising incongruities and then assessing their likely consequence and finding and exposing the internal contradictions, as a dynamic of the deconstruction and reconstruction process.

It is this dynamic which the new science of chaos particularly addresses, a dynamic which is expressed as order through fluctuation or order out of chaos. (Sungaila, 1990, p. 16)

Whether chaos, crisis and deconstruction leads to growth depends upon how the reconstruction is done. Reconstruction involves making pragmatic choices between alternative theories and practices. Critical pragmatism as described by Skrtic, '...approaches decisionmaking in a way that recognizes and treats as problematic the assumptions and theories and metatheories that ground professional practices; it accepts the fact that our assumptions, theories and metatheories themselves require evaluation and reappraisal' (Skrtic, 1995, p. 603).

The goal of critical pragmatism is education or self formation - Sungaila's 'self-organisation' - a pedagogical process of remaking, as practices and discourses are redefined.

The knowledge tradition of special education includes the metatheories, assumptions, models and tools that guide professional practices in the field. It is a knowledge tradition based on the functionalist paradigms of the modern era which were essentially composed of orderly, continuous and integrated processes. Functionalism in special education was a product of psychological and sociological functionalism and the theories of human pathology and

organisational rationality. Thus special education curriculum from a functionalist perspective is a rationalised or task analysed hierarchy of higher and lower order facts and skills. Instruction is a systematic technology of behavioural procedures for knowledge and skill acquisition. The teacher's role is that of a technician who organises coded knowledge and arranges environmental contingencies for reward or punishment. The learner's role is that of a passive receiver of coded material and skill training. Evaluation is quantitative, psychometrical and standardised. From a functionalist perspective the organisation of schooling is as a bureaucracy, a top down structure of control relations. As a result of this modernist functionalist view of schooling, client variability was too rigid to accommodate students whose needs did not correspond to the standardised routines. Therefore special education programs and categories were developed to cater for students whose needs fell outside of the framework of the functionalist organisation's instruction models and practices.

This was achieved administratively by identification, ascertainment and labelling of these students and removing them from the system for all or part of the school day into categorical special education programs.

The following account of the deconstruction and reconstruction of the practices and discourses of special education in Britain, the USA and Australia, supports the research, in this paper, into one school district's beginning - a description and explanation of the movement towards a postmodern liberatory pedagogy in special education. The account provides an overview of the beginnings of a shift in the construct of special education pedagogy in these countries, from pedagogy based on the functionalist paradigms of the modern era to pedagogy based on postmodern constructivism. Therefore the account provides a context for the research in this paper, which sets out to identify a parallel shift in



special education pedagogy in this school district and to document its impact in four school communities.

'Pedagogy' in this paper means 'the knowledge and skill of teaching', because it refers to the process by which knowledge is produced and reproduced. 'Pedagogy addresses the 'how' questions involved not only in the transmission or production of knowledge but also in its reproduction' (Matthews, 1996, p.3). Postmodern **constructivist** liberatory pedagogy is a model of teaching which builds onto its knowledge tradition, by perpetuating within itself a freedom to develop more complex knowledge, meaning and skill. The philosophy of progressive educators such as Dewey, with his emphasis on social and cultural purposes of schooling and the development of autonomous, reflective and critical thinking, has been the basis of the development of constructivist pedagogy in the 1980's and 1990's. This philosophy was the basis of the Committee on Primary Education's (COPE) first report, *Primary Education in Tasmania: A Review for the Education Department*. (1980) and has influenced practice in Tasmanian primary schools. It is visible in *Secondary Education: the Future*, (1987) *Our Children the Future* (1991) and *The Framework for Curriculum Provision, K-12*, (1994), and continues to have significant influences on pedagogical directions in the school district which is the focus of this research.

Children are not empty vessels into which streams of knowledge are poured ; they set in motion their own learning in response to environmental stimuli. (COPE, 1980, p.28)

This view of knowledge and its acquisition has come to be identified with educational 'constructivism'. Constructivism, in its pure form has two fundamental tenets - firstly that knowledge, as a coherent world picture, is actively constructed by the individual subject, not passively received from the

environment and secondly, that coming to know, is an adaptive process that organises one's experiential world. 'Coming to know' is not to be interpreted as discovering an independent, pre - existing world.

**Postmodern liberatory pedagogy** is not bound by politically correct or popular methods. It is free to develop structures on the basis of meeting educational needs. It is postmodern and constructivist in that it begins without a preconceived structure or agenda. Rather its purpose and its construction are driven by school community needs. Because it observes no preconceived mould into which to fit the school community, it perpetuates its own freedom to develop new knowledge and to create new meaning out of its continual discovery about itself, in relation to the community which is its centre and which actively constructs it. (Rhodes, 1995, p. 458) Postmodern liberatory pedagogy turns an *organisation for learning* into a *learning organisation*

A learning organisation is a place where people are continually discovering how they can create their reality. And how they can change it. (Senge, 1990, p.13)

This pedagogy is liberatory, in that it frees itself as it frees school communities from bureaucratic structures and methods, which disallow the purpose of postmodern liberatory pedagogy - to continually construct choices for its community, about who it is now, which will determine who it can become. It is a pedagogy which raises and addresses issues about the development of a system of education in the late 1990's, which will undermine the historical tradition of educational and social inequity, by involving itself in 'metanoia', in a shift of mind, in a paradigm shift which will identify the critical relationship between contextual teacher knowledge and pedagogical change.

To grasp the meaning of 'metanoia' is to grasp the deeper meaning of 'learning', for learning also involves a fundamental shift or movement of mind. (Senge, 1994, p.13)

Liberatory pedagogy is a way of using pedagogy to free ourselves from the undue authority of texts and cultural contexts so that we can gain new or deeper insights and more complex meanings from them. It aims at transforming, rather than simply accepting knowledge and its reality context. This makes it a constructivist pedagogy and not a pedagogy of transmission. It is consciously self transforming at the same time as it is culture-transforming. It is not oriented toward passing on knowledge, which seemed to be the major orientation of modernist pedagogy, but to building onto the self and its world through knowledge-making. (Rhodes, 1995, p. 458)

The modernist era taught us to use knowledge and meaning to define who we are, to determine who 'others' are in relation to us, and to separate ourselves from the 'others', thus limiting the interaction and choices of all. It is as 'others' that educationalists have formed a modernist concept of students with disabilities. This has encouraged the development of a deficit view of these students and justified in that view a deficit model of schooling, a pedagogy built on a deficit model - segregation of the 'others' in alternative educational provision. The critical basic assumption of special education was:

that there is only one way to look at these children - through the modernist spectacles of pathology, deficiency, disability - a one-dimensional view of who they are and what education is all about. (Rhodes, 1995, p. 460)

Conversely, postmodern liberatory pedagogy uses existing knowledge and meaning to construct more complex knowledge and meaning, to create a reality which accords equality, declassifies, 'includes', develops an inclusive model of schooling, constructs choices and defines actions that will be liberating for those within the pedagogy.

It is the historical context of the movement from a modernist, functionalist knowledge tradition and deficit models of schooling towards a postmodern constructivist knowledge tradition and liberatory pedagogy in special education that is the subject of Chapter Three.

### **Chapter Three**

#### **The construction and deconstruction of a deficit model in special education in Britain, the USA and Australia**

The purpose of the literature review in this chapter is to develop an overview of the historical context of beliefs, assumptions, policies, practices and legislation in special education, which shaped its development in Britain, the USA and Australia from the late nineteenth to the late twentieth centuries. The overview identifies key policies and practices through which governments and professionals constructed models of schooling which identified, categorized, labelled and made provision for students 'with deficits', most often in special and segregated education. Within the review some of the ways in which British and American thought, policy, practice and discourse have influenced development, legitimation and change in the development of Australian special education are also explored. With the development of this overview of a century of special education, a clearer picture of the beginnings of a shift in paradigm may be identified.

#### **Special education in Britain**

One of the key British documents which heralded a change in thought, practice and discourse in the education of students with disabilities, known as The Warnock Report (1978), stressed as a major influence, the philosophy of humanism, in the continuing development of provision for children with disabilities in Britain.

Our answer is that education as we conceive it, is a good, and a specifically human good, to which all human beings are entitled. There exists, therefore, a clear obligation to educate the most

severely disabled for no other reason than that they are human. No civilised society can be content just to look after these children; it must all the time seek ways of helping them, however slowly, towards the educational goals we have identified. (Special Education Needs..., 1978, p. 6)

and further,

as with ordinary education, education for the handicapped began with individual and charitable enterprise. There followed in time the intervention of government, first to support voluntary effort and then to make good deficiencies through state provision and finally, to create a national framework in which public and voluntary agencies could act in partnership to see that all children, whatever their disability, received a suitable education. (Special Education Needs..., 1978, p. 8)

Humanitarian thought is one way of explaining the construction of an educational system which supported schooling models of categorisation and segregation of 'others' in order 'to make good deficiencies'. However no school of thought so benevolent and simplistic would be allowed to stand unchallenged as the sole influence on this construction. A number of other influences have also been proposed by other schools of thought. Sociologists maintain that since conflict is endemic in all social institutions, special education is no exception. Conflict within professions, between professionals, between governments and professionals, between parents and professionals, in special schools, between mainstream and special school approaches is the result of power play and coercion. Tomlinson (1982) believed that it is from historical conflict perspectives that questions about the development and maintenance of a sub system of education called special education can be explained. It is to Tomlinson that this paper turns for a sociological account of the construction of a deficit schooling model.

Tomlinson (1982) viewed statements stressing charitable intervention to '...make good deficiencies', a '...powerful ideology of benevolent humanitarianism' (Tomlinson, 1982, p. 26), which precludes discussing other possible motives of those responsible for the development of special education, and considering conflict and power struggles during development' (Tomlinson, 1982, p. 27). Tomlinson disagreed with the humanitarianism theory and suggested that the forms that special education has taken, are the outcomes of vested interests in society and of the power struggles between medical, psychological and educational personnel, who all had an interest in dominating special education. Tomlinson believed that the treatment of those who were socially defined as defective or handicapped was dependent on the values and interests of dominant groups in particular societies. She used as evidence, examples of the ancient Greeks and the Nazis, who shared similar values about racial purity and so killed children with disabilities, not from a humanitarian ideology of preventing their suffering, but rather to prevent their interference with racial perfection.

Individuals are influenced and constrained by prevailing cultural values and social interests, they do not single handedly alter events through altruism. (Tomlinson, 1982, p. 28)

Tomlinson recorded a number of events which supported his view, including the work of Mary Dendy, pioneering the life long segregation of '...the feeble minded.' in Cheshire in the early 1900's. Tomlinson suggested that '...she was perhaps more concerned with 'stemming the great evil of feeble-mindedness in our country' than with the happiness of her charges' (Tomlinson, 1982, p. 29).

The values and interests that Tomlinson quoted instead as significant influences in the development of special education in Britain were:

- the economic and commercial interests of a developing industrial society, which required as many of the population as possible to be productive,
- the political interests in maintaining order in society (people with disabilities were often connected with troublesome groups),
- professional interests - particularly medical professionals, as the medical profession was struggling for recognition in the 19th century, but also the interests of psychological and educational professionals, which would be furthered by encouraging new areas of professional expertise.

All in all, Tomlinson believed that it was the benefits for a developing industrial society and the normal education system within that society, in identifying and categorising those who were disabled or troublesome and segregating them, that influenced the construction of a special sub system of education. Tomlinson identified this construction as a structuralist functionalist approach, with a concern for order, balance and equilibrium in society, in which the disabled were associated with deviance and abnormality because of the definition of normality which applied to the rest of society. Upon these beliefs and assumptions, developed a special education paradigm where approaches were concerned with finding an appropriate place for people with disabilities, 'the others', in the mainstream of normal society. Tomlinson saw a major problem with the functionalist approach, in that it was based on a consensus of thought that society is normal and that special education is therefore a social problem. She believed that social problems attracted the attention of people who wished to remedy them from a subjective moral stance, because the problem threatened established order. The survey tradition in special education grew out of this approach and categorisation systems flourished. There was a need to know and document the type and extent of disability or deficit, so



that provision could be made - 'for the good of people with disabilities, but also 'for the preservation of order' in normal society. Tomlinson developed a chronology of selected events in special education in Britain, which provides a framework within which to view the construction of a deficit schooling model in special education in that country. (See Appendix I) A brief examination of this period will support the purpose of this paper.

Before 1900 special education emerged in a society dominated by a Protestant work ethic. The interests of political ruling groups were served by placement of potentially troublesome children with disabilities in separate schools and institutions - given the assumed links between mental deficiency, crime and unemployment. Medical interests were served in that doctors had control of assessment, ascertainment, categorisation and placement in special education and educationalists interests were served by the removal of children with disabilities from 'normal' schools. Formal ascertainment procedures were used sparingly and there was confusion over what constituted a formal procedure. At best, a set of procedures had been developed which isolated a particular group of children into separate schools. The support of separate provision for these 'others' by medical political and educational authorities in the early 1900s, saw the strengthening of a school of thought which focused on a 'deficit' view of people with disabilities.

The 1944 Education Act and subsequent Ministry of Education regulations concerning special education can be regarded as a major move to have as many children with disabilities as possible moved out of medical domination and to place them under educational authority. Local educational authorities were required to provide primary and secondary schools for them. With this came a new set of categories for children requiring special education. The number of categories increased from 4 to 11 and the construction of a model which

categorised the deficits of those considered by modernist thinkers as 'others' continued.

Special education provides more problematic labels than any other part of the education system, many of which, for historical reasons, carry a stigma of inferiority and low status. (Tomlinson, 1982, p.19)

Special education during the 1970's was characterised by continued conflicts between professional interests and ideologies and underlying economic interests, due to resourcing issues. To streamline resourcing, further categories were developed. These issues, combined with the ideology of humanitarianism, which was strengthened by egalitarianism and its distaste for segregation, prompted the beginning of a paradigm shift, the debate on integration and the beginning of a deconstruction of the deficit model. The impetus was supported by many influences -

...new concepts of handicap were emerging, which saw handicap less in terms of individual characteristics and generated at least in part by the environment; associated with this was a reaction against categories and labelling and the segregative mechanisms associated with them; there was a gradual movement away from the statutory framework of the 1944 Act with its emphasis on formal ascertainment, as assessment procedures improved and enabled greater differentiation, and the need for more flexible provision became more clear; school reorganisation and the comprehensive school debate furthered the process as the concept of the ordinary school changed and it became legitimate to have wider expectations of it; growing concern for human rights and the status of minorities led to calls - and campaigns by active pressure groups - to provide the handicapped with as normal an environment as possible; reports on practice in other countries, especially the USA, Denmark and Sweden, though sometimes exaggerated or based on misperceptions, added to the pressure for changes here; (Hegarton and Pocklington, 1981, p.10)

The beginning of a paradigm shift was documented in the Warnock Report. The deconstruction of modernist functionalist thought in education was challenging a

deficit schooling model which segregated the 'others'. The emerging constructivism of postmodern thinking in education provided a framework of influence within which to use knowledge and meaning to reconstruct a schooling model which began to consider issues of equality for students with disabilities and began to declassify and integrate them.

The 1978 Warnock Report was the major event in special education in Britain in the 1970's and was also to influence the development of special education in Australia during the next two decades. The abolition of statutory categories of handicap was recommended in favour of a broader concept of special education need. No descriptive labels were to be attached to children and a non statutory category of 'child with learning difficulty' was suggested. Ten types of provision were envisaged by the Warnock Committee in a variety of forms from full time placement in an ordinary school (integration), to full time placement in a special school, or home education.

Our concept of special education is thus broader than the traditional one of education by special methods appropriate for particular categories of special children. It extends beyond the idea of education provided in special schools, special classes or units for children with particular types of disability and embraces the notion of any form of additional help, wherever it is provided and whenever it is provided from birth to maturity, to overcome educational difficulty. It also embodies the idea that, although the difficulties which some children encounter may dictate WHAT they have to be taught and the disabilities of some, HOW they have to be taught, the point of their education is the same. (Special Education Needs....1978, p. 7)

The Warnock Report identified three types of integration, locational, social and functional. Locational integration was described as where special units or classes are set up in ordinary schools or where a special school and ordinary school share the same site; social integration as where children attending a special unit

or class participate in social activities with children attending ordinary classes; functional integration as where social and locational integration lead to 'joint participation in educational activities... where children with special needs join, part-time or full-time, the regular classes of the school, and make a full contribution to the activity of the school' (Special Education Needs....1978, pp. 100 -101).

The 1980 *White Paper on Special Needs in Education* noted The Warnock Report as a landmark, recognising its influence in the development of policy and practice in special education, but it stated that there would be no widespread integration of children who were currently assessed out of the normal system. Despite the influence of The Warnock Report, the *White Paper on Special Needs in Education* documented practices of assessment and categorisation of students out of the normal system. This continued to support a deficit model. The paradigm shift in special education had begun but the further deconstruction of the deficit model was still to come.

by invalidating the label, they had opened the way for invalidating the whole system of thought governing deficiency or disability thinking. If they had realized this, they might have leaped into postmodern thought and liberatory pedagogy. Nevertheless, they were nibbling at the edges of postmodern thinking. (Rhodes, 1995, p. 461)

### **Special education in the USA**

Parallelling the British development, Lawrence Lynn's (1983) account of the 'Emerging system for educating handicapped children' in America identified similar influences to those discussed in relation to the development of special education in Britain. Differing in his approach from the sociologist, Tomlinson, Lynn did not discount an ideology of altruism as significant and considered links between the influences of humanitarian and socio/political and economical

interests. However there is specific identification of the predominant thought behind the paradigm development in the following:

The ideas of reformers who were anxious to improve the care of dependent groups coincided with the interests of local and state officials who were anxious to ease the tax and administrative burdens of providing for their needs....Along the way, however, the beneficent purposes of the reformers gave way to the practical concerns of local and institutional officials. Segregation and protection of handicapped and otherwise dependent persons at low budgetary costs were the prevailing values. (Lynn, 1983, pp. 26 - 27)

The purpose of Lynn's article was to assess the extent to which the American Education system was moving in the direction envisioned by the *Education for All Handicapped Children Act (PL 94-142)* of 1975. To do this he discussed the development of educational opportunities for children with disabilities and the extent to which these opportunities were provided in the regular classroom. Included in his account was Table I, (See Figure 1 below), which showed the number of children with disabilities, by disability, who were served at various periods between 1875 and 1981. The objectives of PL 94 -142 were the expansion of regular school education for children with disabilities and the end to social and academic segregation in regular schools. These goals were thought to be essential to the achievement of equal educational opportunity for students with disabilities. Paralleling British influences, egalitarianism was also a significant ideological influence in the American education system during the 1970's.

Until PL 94 - 142, there had been widespread categorisation of children regarded as handicapped. (See Figure 1 below) Lynn discussed the delivery of special education services before 1975 in America as supporting the continuing view of students with disabilities as 'others'. Opportunities for these students were '...developed by specialists largely as segregated categorical services for students

Table 1  
Incidence of Handicapped Children and the Number  
Receiving Education Services for Selected Years 1875-1980

		Total	Visually Handicapped	Aurally Handicapped	Speech Impaired	Crippled/ Health Problems	Emotionally/So cially Maladjusted	Mentally Retarded
1875 <sup>1</sup>	Severed Incidence		2,054	5,007			20,363	1,372
1884 <sup>2</sup>	Severed Incidence		2,377	7,295				3,010
1889 <sup>3</sup>	Severed Incidence		3,215	8,304				5,360
1904 <sup>4</sup>	Severed Incidence		4,236	12,267			35,134	15,595
1918 <sup>5</sup>	Severed Incidence		5,306	14,442			63,762	55,004 <sup>b</sup>
1930 <sup>6</sup>	Severed <sup>2</sup> Incidence		5,000 50,000	3,901 500,000	52,212 1 mil.	41,296 6.1 mil.	9,040 760,000	55,154 500,000
1939-40 <sup>7</sup>	Severed Incidence		14,745	28,151	126,146	63,075	39,686	120,222
1947-48 <sup>8</sup>	Severed Incidence	4 mil. <sup>9</sup>	13,511	27,205	182,344	50,222 500,000 <sup>10</sup>	38,006	100,741
1957-58	Severed <sup>11</sup> Incidence <sup>12</sup>	975,972 5.2 mil.	18,434 38,900	33,993 240,200	409,644 1,462,400	52,416 835,600	65,620 835,600	251,594 961,000
1966 <sup>13</sup>	Severed Incidence	2,106,100 6 mil	23,300 50,000	51,300 301,000	989,500 1,757,000	69,400 754,000	87,900 1 mil.	540,100 1,055,021
1972 <sup>14</sup>	Severed Incidence	2,857,551 4,606,591	30,630 45,905	79,539 264,055	1,360,203 1,606,604	182,636* 229,526*	156,486 910,105	944,909 1,100,294
1977-78 <sup>15</sup>	Severed Incidence	3,777,106 6,158,056	35,600	87,144	1,226,957 1,796,095	224,234	288,626 1,026,340	730,509
1980-81 <sup>1</sup>	Severed Incidence	3.9 mil 6.2 mil.	23,670	55,681	1,166,706	142,851	312,632	

*The Emerging System*

- <sup>a</sup> excludes private schools
- <sup>b</sup> includes cities over 10,000 population only
- <sup>c</sup> orthopaedic impairments only
- <sup>1</sup> report of the Commissioner of Education (RCE), 1876, CX-CXX1
- <sup>2</sup> RCE, 1886, CXXXV!\_CXLVV
- <sup>3</sup> RCE, 1889-1900, 1632-1662
- <sup>4</sup> RCE, 1908, 1166-1192
- <sup>5</sup> Biennial Survey of education (BSE), 1916-18, 647-749
- <sup>6</sup> BSE, 1928-30, 400-401
- <sup>7</sup> BSE, 1947
- <sup>8</sup> BSE, 1952-55
- <sup>9</sup> BSE, 1946-48, Ch. 5,2
- <sup>10</sup> U.S. Office of Education Bulletin No. 5, 1948, Romaine Mackie, *Crippled Children in School*.
- <sup>11</sup> Mackie, R. Special education in the U.S.: Statistics, 1948-1966. N.Y.: Columbia University, 1969,36
- <sup>12</sup> BSE, 1956-58, Ch. 5,3
- <sup>13</sup> Mackie, R. Ibid, 36
- <sup>14</sup> Wilken, W. State aid for special education: Who benefits? Washington, D.C.: Hew, 1977, p. 1-53
- <sup>15</sup> Odden, A., & MacGuire, C.K. *Financing Educational Services for Special Populations: The State and Federal Roles*. Denver: Education Comm. of the States, 1980, 161, 163.

**Figure 1: Incidence of Handicapped Children and the Number Receiving Educational Services for Selected years 1875-1980. (Lynn, 1983,p.24-25)**

whose exceptional conditions were obvious and whose needs for extraordinary instructional approaches or physical facilities were undeniable' (Lynn, 1983, p. 27). Originally developed by medical professionals for diagnostic purposes or placement in residential institutions or asylums, categories were adopted by educationalists who needed a framework for student placement, allocation of funds and programming. The adoption of this 'medical model' system of categorisation of students by educationalists, supported a deficit schooling model in the American education system also.

One of the dominant influences shaping both professional and common sense definitions has been the medical model.... It emphasises the individual loss or inabilities thereby contributing to a dependency model of disability. Labels such as 'invalid', 'cripple', 'spastic', 'handicapped', and 'retarded', all imply a functional loss and lack of worth. These disablist labels have a particular significance in a society in which the values of production and economic worth shape social conditions and relations. (Barton, 1994, p.12)

Such were the values of a society where the rapid pace of industrialization and urbanisation at the turn of the century and the influx of migrants, professional educators, assumed the role of socializing children - shaping them as citizens. This fed the idea of 'normal' or regular classrooms and normal achievement towards social responsibility and conversely identified what was not 'normal' achievement towards social responsibility. Tomlinson's (1982) 'social problem' theory resurfaces here. What was not normal was regarded as abnormal or as a problem requiring 'special treatment' or segregation from normal children. Thus the prevailing special education paradigm ensured that special classes in regular schools became common around the turn of the century in the USA. The National Education Association added a department of special education in 1902. The special education system continued to evolve within the public system as did systems of identification, evaluation, placement and monitoring of special education children. These indicated the emergence of the modernist



school of thought and its construction of a deficit model of schooling, in the stereotyping, labelling and categorising done by teachers and evaluation personnel for race, sex, test scores, intelligence, social class, ethnic background and even physical attractiveness.

Negative labelling often produced negative expectations for these children : and once in special placements they tended to remain there, seldom returning to regular classrooms. Their educational development was often minimal and the likelihood was high that they could leave school and become dependent adults. (Lynn, 1983, p. 32.)

School cultures in America until the 1970's were dominated by professionals who regarded the purpose of schools as educating 'normal' children in the educational, social and economic mainstream and maintaining an orderly learning environment for 'normal' children by categorising, labelling and provision of segregated placement for 'others' who might disrupt this environment. These modernist thinking professionals continued to give strength to the deficit schooling model in the USA. It was not until the 1950's and 1960's, that people became aware of a continuous history of segregation in their societies. Handicap and the value of different categories of handicap were beginning to be questioned. (Skrtic, 1991)

The knowledge basis of the diagnostic and instructional practices linked to the segregating institutions was likewise questioned. With the subsequent alteration in perspective came a shift of paradigm: from an understanding of disability grounded only in the natural sciences to one grounded also in the social sciences. (Vislie, 1995, p. 43)

A shift in terminology was soon observed. Segregation of 'the others' was the experience and the problem, and integration became an issue. In the early

1970s, pressures to change deficit driven educational models, challenged the modernist views.

The severely handicapped generally go without education, enrolment in programs for the mildly handicapped continues to climb and Blacks and other minorities continue to be considered for and classified as handicapped in disproportionate numbers. There is little evidence of improvement in the syndrome of misclassification, ineffective programs for those classified, and relative irreversibility of the classification decision. (Kirp et al., 1974, p. 45)

The pressures came mainly from parents who perceived the lack of services available to their children and whose complaints were carried on the tide of change created by the civil rights movement and its offshoots - equal educational opportunity, children's rights, right to treatment, citizen participation and consumer rights. The source of the most specific pressure was a series of state and lower federal court rulings issued in suits brought by parents and their advocates in North America. The rulings established that children and their parents were entitled to due process before the children could be labelled so that they might be stigmatised or excluded from regular schools or deprived of educational benefits. The outcome of litigation and appeals was the enactment of the *Education of All Handicapped Children Act* (1975). Provisions of the Act included :

- free, appropriate education for each child with a disability,
- an Individual Education Plan (IEP) for each student,
- parent participation in decision making,
- evaluations conducted by multidisciplinary teams,

- school notification of parents before any evaluation or change of placement takes place,
- opportunity for impartial hearings,
- education in the Least Restrictive Environment - i.e. in a regular classroom if possible.

At this point the beginnings of a paradigm shift, and the deconstruction of modernist functionalist thinking and practice in special education in the USA were still barely visible however a limited optimism was provided by the following requirements:

Public Law 94-142 (the *Education for All Handicapped Children Act* of 1975) requires each state to establish procedures to assure all handicapped children a free appropriate education in the least restrictive environment. 'All handicapped children' includes those who are in public and private institutions or other care facilities as well as those attending public or private schools. To the maximum extent appropriate, children with handicaps are to be educated with children who are not handicapped. That is, handicapped children who can learn in regular classes with the use of supplementary aids and services, should attend these classes. If the nature or severity of the handicap is such that the child cannot achieve satisfactorily in a regular classroom, then special classes, separate schooling, or some other educational environment should be selected. (Section 612 (5) (B) of the Act) (ERIC Clearinghouse for Handicapped and Gifted Children, 1978, p. 1)

The Act was not without its problems in implementation, however. Funding fell short of that required by a comprehensive service system. Administrative units resisted combining and a tendency developed to distribute children according to the availability of funds and existing services rather than to develop programs according to the needs of the children. Comprehensive

evaluations were too costly and alternative assembly line methods using behaviour and IQ scores as indicators of need resulted in categorisation and sorting of children in order to facilitate efficient processing. Schools were reluctant to provide expensive services called for by the Act and thus IEP development did not always include, counsellor, occupational therapist, physiotherapist or psychiatric service input when necessary. Parents were not always informed of the extent of children's problems because necessary services could not be provided. Many schools found themselves in a situation where they could not afford either specialist staff or expensive inservice training to develop the skills of existing teachers so that children's needs could be met. In spite of these drawbacks, a realization of the great inequity and inadequacy of a deficit model of schooling perpetuated its deconstruction and continued the movement towards a more liberatory pedagogy.

However, the intrinsic appeal of the program's goals, the strength of advocacy organisations, and the relative sturdiness of statutory, legal, and administrative underpinnings of the program virtually preclude outright reversal, even if not some erosion, of the changes of the past few years. It is time to consolidate the gains. (Lynn, 1983, p. 54)

### **Special education in Australia**

Ever since the beginnings of free education, segregation versus integration of the student with a disability has been an issue in Australian education. With the beginnings of compulsory education in the late 19th century in Australia, the child with a disability was presented for schooling. The first special schools were provided in the early 1900's. The special education paradigm in Australia in the 1960's was dominated by modernist thought and saw separate special education provision well established. Yet the integration/segregation debate was still alive, influenced by:

- legislation and policy documentation in the USA, Britain and emerging documentation in Australia,
- the deconstruction and reconstruction of thinking and of schooling models in other countries, particularly the USA and Britain,
- opposition to social segregation and the resulting stigma,
- social and emotional advantages to the student with a disability and the student without a disability in learning in the same setting,
- the preparation that integration provides for adulthood, vocation and social life.

Other arguments for integration were influenced by the economics of segregated provision.

Andrews, Elkins, Berry and Burge (1981) noted that one of the most significant documents relating to special education in Australia, was a survey undertaken on behalf of the Schools Commission in 1979. It noted that hundreds of children with disabilities of school age were not receiving any form of education. The document called for a reexamination of legislation regarding provision of special education so that rights of children with disabilities could be secured and services improved. It recommended:

- 1.1 That all states confer with the object of obtaining the greatest possible uniformity of legislation pertaining to the education of handicapped children,

- 1.2 That all states consider the desirability of each Minister or Education being responsible by Act of Parliament for the education of all handicapped children, even where programs may be delivered by agencies other than Education Departments,
- 1.3 That the Commonwealth Government amend the provision of the Handicapped Persons Assistance Act, to ensure that all funding in respect of education or related developmental programs for children and adolescents is made available to non-government bodies through relevant programs of the Schools Commission,
- 1.4 That by enacting appropriate legislation all states undertake to provide educational programs for handicapped children from birth to at least eighteen years,
- 1.5 That governments provide for the regular collection of appropriate statistical information to provide a basis for planning, implementing and evaluation special education services,
- 1.6 That the right of access by parents and handicapped students to information regarding the educational placement and progress of students be safeguarded,
- 1.7 That all states enact suitable legislation enabling both regular and special schools to carry out programs of work experience for handicapped students. (Andrews, Elkins, Berry and Burge, 1981, p. 44)

Andrews, Elkins, Berry and Burge in their 1979 survey, documented the beginnings of a paradigm shift and of the deconstruction of the deficit model of schooling in Australia and listed the following points as main influences in the demand for the educational integration of students with disabilities.

1. The evidence of little if any, advantage of segregated special education programs over integrated provision in regular schools.
2. Parental and professional disenchantment with current psychoeducational diagnostic procedures and the categorisation and labelling to which these procedures are closely tied.
3. A reaction, again by parents and professionals against the practice of educationally segregating many children, who, with little doubt, could be better catered for if integrated into the regular school program. These

included many children with mild intellectual disabilities and cultural disadvantages.

4. Parental pressure toward integration of children with disabilities into the general educational mainstream wherever possible.

5. The rapidly increasing costs of special school provision. (Andrews, Elkins, Berry and Burge, 1979, p. 236)

The impetus for change was not coming solely from the Australian education system though. The 1979 survey quotes a study of children with mild intellectual disabilities in Queensland, New South Wales and Victoria, carried out by Watts, Elkins, Henry, Apelt, Atkinson and Cochrane in 1978, which emphasised that a paradigm shift largely influenced by the North American philosophical considerations, trends and human rights issues discussed above, shaped the movement towards integration in Australia. The Andrews, Elkins, Berry and Burge survey also identified the main international policy statement influences on the development of integration policy in Australia, as 'PL:94-142 in the United States and the Warnock Report in the United Kingdom. The notion that children should be educated in the 'least restrictive environment' has a prima facie attraction, but can cause many practical problems at the service delivery level' (Andrews, Elkins, Berry and Burge, 1979, p. 240).

The influence of these documents on Australian integration policy development was significant. With the documents came the historical thought, policy and practice which had first constructed and then begun to deconstruct the deficit schooling models in Britain and the USA. Thus the special education paradigm and the resulting deficit schooling models in Australia were being further challenged through international trends.

In the 1979 survey of 562 teachers regarding integration practice, they discovered that direct opposition to the principle of integration was confined to

10% and suggested that at least 12% of students with disabilities were being catered for in regular schools. The ideologies and values of professionals, in relation to the education of students with disabilities were changing. Chapter 13 of the study listed the values which the Special Education Advisory Group identified as important in effective provision for students with disabilities. Principles and requirements stated in PL: 94 - 142 and The Warnock Report are easily identifiable in these values :

1. Education for all.
2. Education appropriate to children's level of development.
3. Optimal educational settings for children with disabilities.
4. Sharing the educative process with parents.
5. Sharing the educative process with other professionals.
6. Education for social participation, for work and for leisure.
7. Accountability. (Andrews, Elkins, Berry and Burge, 1979, pp. 250 - 251)

From the thought, policy and practice espoused in these documents in the 60's, 70's, and 80's, grew the a number of reviews and policies, defining the past, present and future directions in special education provision in individual states and territories of Australia. Policy development in special education in the 80's, marked the paradigm shift and the beginning of the movement towards integration in Australian schools. However, the realisation of postmodernism and liberatory pedagogy, was still a long way off. For instance, it was the policy of the Education Department in South Australia in 1984 that:

The policy of integrating children with special needs is not intended to imply that all children, regardless of their degree of disability, will gain their education in regular classrooms. Providing the 'least restrictive environment' for the education of children with special



needs is not intended as synonymous with the return to, or maintaining of, all children in regular schools and classes. (Education Department of South Australia, 1984, p. 3)

Nevertheless a shift in paradigm and in pedagogy, which had begun to deconstruct modernist segregationist models and to reconstruct postmodernist models, was evident in special education policy and review documentation from the mid 1980's onwards.

For instance, in South Australian Education Department policy documentation, one of the principles which qualified the practice of integration, recognised the importance of focusing on the appropriate qualitative and quantitative factors in the environment rather than on the disability in the integration process :

successful integration is dependent on the acknowledgement of a range of qualitative and quantitative factors and not solely on the disability or characteristics of the individual child. Attitudes of the child's peers and adults involved influence the effectiveness of integration practice. (Education Department of South Australia, 1984, p. 24.)

To support the development of the positive attitudes of parents towards integration, the Department published a Policy on Parent Involvement in Special Education which outlined parent rights and roles in the education of their children. Alongside this, in 1986, the South Australian Institute of Teachers developed a policy on the integration of students with special needs into educational facilities. This policy also moved away from a focus on deficits and disabilities and recognised the importance of the development of a way of thinking which supported integration:

Attitudes of teachers, students and parents are one of the key factors in determining the success of any attempts at integration and need to be seriously taken into account at all times. (South Australian Institute of Teachers, 1986, p.1)

The Victorian Ministry of Education published a document titled *Integration: a place for everyone* in 1988. Section 6 of this document overviewed Australian national perspectives, policies and progress on integration in the 1980s. A look at this overview will assist in the development of a picture of the changes in thinking, attitude, policy and practice taking place in special education and in tracking the influences in the continuing move towards postmodern constructivist pedagogy.

The overview reported that in Victoria in 1987, as a consequence of the review titled *Integration in Victorian Education: Report of the Ministerial Review of Educational Services for the Disabled, 1984*, integration underwent some change in thinking and made progress. The ministerial review examined both overseas debate and local views on the integration of children with disabilities. Based on this examination, the review formulated a new interpretation of a policy of integration and a conceptual framework appropriate to the enactment of the policy. The review was critical of overseas and Australian definitions of integration as giving no clear directions about the enactment of policies and subsequently arrived at the following definition which identified processes for integration:

- (i) a process of increasing the participation of children with impairments and disabilities in the education programs and social life of regular schools in which their peers without disabilities participate;
- (ii) a process of maintaining the participation of all children in the educational programs and social life of regular schools (Victorian Department of Education, 1984, p. 6)

The review adopted five guiding principles:

1. every child has the right to be educated in a regular school,

2. non categorisation,
3. resources and services should to the greatest extent possible be school based,
4. collaborative decision making processes,
5. all children can learn and be taught.

The principle of non categorisation signalled a move in thinking away from a deficit model and a move in practice away from labelling and categorisation in that it was to affect both legislation and service delivery.

(i) legislation should be framed without reference to particular categories of impairment and disability. That is, the applicability of the Act to an individual should be determined by the person's additional educational service requirements rather than upon being categorised as a person with a specific qualifying impairment or disability. (Victorian Department of Education, 1984, p. 13)

The impact which this was intended to have on service delivery heralded a move to change the pedagogy in which integration would take place:

The principle of non-categorisation in the organisation of services means that administrative structures, programs, and as much service delivery as possible should be organised on a cross category basis. (Victorian Department of Education, 1984, p.13)

*The Report of the Working Party on Special Education on Commonwealth Policy and Directions in Special Education, 1985*, identified the influence of British educational perspectives in the review and recognised in turn the impact of the review in transforming thinking and practice in Australian special

education through a deconstruction of modernist segregationist pedagogy and a reconstruction based on the emerging postmodernist pedagogy :

Essentially the report adopts the British sociological perspective of 'cultural and social reproduction' as it applies to special education. This perspective holds that the separation of many special education services from regular education produces differences which deny the rights of the disabled individual.

The Report of the Victorian Committee is likely to have effects elsewhere. It represents the first Australian attempt to reconstruct the educational process as it relates to catering for disability in children in accordance with a social theory. (Commonwealth Schools Commission, 1985, p. 25)

The change in pedagogy was to be supported by the formation of the Integration Unit, the Integration Support Group and Early Intervention Team structures:

The pivotal group in the integration process and the educational planning for such students at the school level is the Integration Support Group. The membership of this group reflects a recognition of the skills and perceptions of the people most directly responsible for the educational programs for these students - parents, teachers and the student. (Victorian Department of Education, 1984, p. i)

The 1988 overview in the document *Integration: a place for everyone*, described the Department of Education in Queensland's recognition of the integration of students with disabilities as a sound educational principle, and similar to the South Australian policy documentation, adopted the stance that integration was a means to 'deriving maximum, mutual benefit from the interaction between students with disabilities and others' (Victorian Ministry of Education, 1988, p. 78) *The Report of the Advisory Council for Special Education* in Queensland identified three issues which needed to be addressed if the implementation of integration was to be successful - early identification of disability, the educational implications of the needs of children with severe

disabilities, and teacher education. The identification and addressing of the pragmatic issues at school level which would support successful integration recognised the need for change in the existing pedagogy.

The overview also described the policy of the government of New South Wales that children with disabilities should be able to live and be educated within their own communities. The policy was based on the principle of 'normalisation' - the creation of a set of living conditions for children with disabilities which is as close as possible to those enjoyed by the rest of the community. The policy clearly articulated a secondary benefit of the 'normalisation' principle in that 'the community will learn about disabilities and develop a greater acceptance of diversity and in particular a greater acceptance of people who are disabled' (Victorian Ministry of Education, 1988, p. 80). The document titled *Strategies and Initiatives for Special Education in New South Wales. Report to the Minister for Education in New South Wales*, adopted a clear stance on the rights of the child with a disability to receive appropriate education. It recommended that these rights be clearly established in legislation. The rights of parents to be informed and consulted on provisions for their children were strongly presented. The report also recommended that the procedure of grouping children be replaced by a system of categorisation based on student educational needs. Finally the report recommended that eligibility to remain at school be extended to 21 years for students enrolled in special education provision. The report noted with concern that one half of teachers in special education positions had no appropriate training for special education and considerable attention was paid to issues relating to curricula, administration, evaluation, teacher preparation and staffing requirements. The report took a systematic stance in establishing a planning base for the organisation and provision of appropriate services to address the above issues and laid the foundations for a change in special education pedagogy.

South Australia, Queensland and New South Wales adopted very similar policies, supporting integration as a means of deriving maximum benefit from the interaction of students with and without disabilities. In these states, administrative arrangements were regionally based and there was a recognition that there was still a need for flexibility and change to continue the shift in pedagogy into the nineties

The overview recorded the policy regarding integration in the Northern Territory education as - 'If it is at all possible a child should receive an appropriate education in a regular classroom. Only when this mainstream experience is demonstrably not in the best interests of the child should a less integrated placement be sought' (Victorian Ministry of Education, 1988, p. 82). The Northern Territory policy took into account the spread of education services over the large geographic area of the Territory and recognised that in some instances special education services were best concentrated in a designated regular primary or secondary school and therefore for a small number of students special setting placement outside their neighbourhood school was in their best interests due to special service location.

In the Australian Capital Territory, there was a commitment to educating all students together as far as practicable. The policy described structures and resourcing models which facilitated the implementation of mainstreaming and the variety of integration situations existing within the Australian Capital Territory education system. In 1986 the major policy features were a commitment to mainstream environments, a five level resourcing structure, a move away from disability classification to service need classification and the development of implementation structures.

The overview records that in late 1984 the Western Australian Education Department released a policy document titled *Changes to Services for Children in Need of Education Support*. The document reflected the change in emphasis from labelling categories of services provided in identified classroom spaces for identified groups of children, to an emphasis on the provision of services to children in need of educational support in the 'least restrictive environment'. This meant that many students who were previously ineligible because their label, and did not fall within accepted criteria, became eligible for support. The Beazley Committee, in its report on special education in 1984, made over 20 recommendations relating to students with disabilities. The recommendations supported integration and suggested that special schools be located on a common site with regular schools. The Western Australian Department's move away from labelling and categorisation was a significant paradigm shift - a move away from a deficit model of schooling in that state and paralleled the changes in the Victorian education system in the same year.

In summary, the special education policy documentation of the individual Australian states in the 1980's identified that changes were taking place, but that there were differences in the way those changes were taking place. For example, New South Wales and Queensland were developing new models of service delivery whilst maintaining existing arrangements. South Australia adopted a gradual process of change targeting one region at a time. Western Australia took an immediate and systematic approach to change and services were provided to a wider group. Despite these differences the education systems were united on the following issues which signified that special education in Australia was engaging in a paradigm shift:

- the rights of the student with a disability to appropriate education,

- the necessity for professional and material resources to provide that education,
- the necessity for those resources to be additional to those generally provided,
- the right of parents to be consulted and involved in students' education
- the necessity for concern with social as well as educational issues
- the benefits of interaction between students with and those without disabilities

Parallelling the voice of legislation and policy, admitting the educational rights of students with disabilities in such documents as the American *Education for All Handicapped Act (PL 94-142)* (1975), the British Education Act of 1981 and *The Report to the Commonwealth Schools Commission on Integration in Australia*, (1986), was the emergence of the strong voice of educational communities, teacher educators and school communities, particularly parents, demanding to be heard in these issues. The review of literature in this chapter has identified both voices as they recount the development of legislation and policy, community attitudes and beliefs about special education. These developments affirmed for school communities what it was possible to achieve and therefore highlighted the need to continue challenge the modernist functionalist paradigm and deficit models of schooling. The purpose of this paper is to describe the continuing movement away from pedagogy drawn from modernist functionalist attitudes and deficit models of schooling, towards a postmodern liberatory pedagogy.



The literature review establishes that a movement or shift in paradigm and pedagogy in special education has begun during the last century and leads to questions about the continuing movement - what it is and how it might be identified.

As the writer of this paper works closely with 30 school communities in an educational district in Tasmania, which provides educational services for more than 220 students with disabilities, there are many opportunities to observe and participate in a readiness to engage in movements and shifts in paradigm in these school communities, and to identify changes in pedagogy which might indicate that movement is taking place. The research question in this paper asks what is this school district's beginning in the movement towards postmodern liberatory pedagogy. In order to establish the context from which this beginning is made, the following chapter will overview the construction and deconstruction of a deficit model in special education in Tasmania.

## Chapter Four

### **The construction and deconstruction of the deficit model in special education in Tasmania**

The previous chapter has described the broad historical context of special education between 1870 and 1990. This chapter will describe the context of Tasmanian special education, overview provisions made by the Tasmanian Education Department for students with disabilities and identify influences in the development of special education in Tasmania. By examining the documentation relating to the development of special education in Tasmania, in this Chapter, it will be possible to identify the influences of the USA, Britain and the other states of Australia on Tasmanian thought, policy and practice in special education, which have contributed to the paradigm shift in this state and to the current inclusive model.

A brief history of special education in Tasmania is included in Appendix II. This history reflects the movements in paradigm and changes in pedagogy in special education in Tasmania in the last 170 years. The developments need to be seen in the broader context of changing world views about the rights of people with disabilities that have been discussed in relation to developments in Britain, the USA and Australia. As can be seen in this history, by 1979, the Tasmanian Education Department provided a variety of educational programs for children with special needs, although it had no statutory obligation to do so under the legislation in *The Tasmanian Education Act, 1932*. The Act did not define special education but provided for the exemption of children deemed unfit for school and required parents to provide education for those children if they could. It also provided for some children to be sent to institutions. In

1979 additional provision was made for early special education and for continuing the education of students with disabilities until the age of 18.

In October, 1978, the Special Schools Principals Association in Tasmania, requested the Director General of Education for a comprehensive review of special education in Tasmania with the following purposes:

- to determine a definition of special education in Tasmania,
- to examine the current extent and nature of education services for persons with special needs in Tasmania,
- to recommend and advise on any revision and development of those services.

As a result of this in 1983, two key documents were published - *A Review of Special Education and Integration of Special Needs Children into Ordinary Schools*.

The Tasmanian review gave a brief history of Special Education in Tasmania. (See Appendix II) The history recorded the establishment of special units in ordinary schools. The changes recorded in the history were considerable, but there was still much change to come. The review recorded that in 1983, policy in Tasmania was based on the general belief that:

it is preferable to educate most children together, whether they have special needs or not, and that it is possible to provide suitable special facilities and effective special services for them in the ordinary school environment. However the concept of 'integration' or 'mainstreaming' which is at the heart of this approach carries with it

numerous problems in providing support services at the required level. (Education Department of Tasmania, 1983, p. 4)

The review gave priority to provision for children below school age, to consideration of the role of parents and families, to assessment, to integration, to special education in special schools and units, to transition and to teacher training and support. In relation to integration, the review drew heavily on The Warnock Report (1978) in its recommendations that support be made available to schools to adapt the curriculum to meet the needs of students with disabilities and that pre service teacher education should contain compulsory content on special education. In addition recommendations were made concerning changes to the existing State Education Act, which were intended to strengthen the rights of disabled children to receive appropriate education.

A second report, *Integration of Special Children into Ordinary Schools*, 1983, provided information which documented the process of integration of disabled students into regular schools and provided evaluative information concerning children who were funded under commonwealth Schools Commission's integration element in 1981. The report highlighted some key focuses of the move towards integration. It emphasised firstly that for some students with disabilities, additional support within a regular school would need to be ongoing. Secondly, that if integration was to be successful, it must permeate all aspects of school functioning and thirdly, transition points provide significant hurdles for integrated students and support during these periods was of particular importance. Finally, the report emphasised that support for the teacher of the child was of no less importance than support for the child.

Discussion in 'The Main Issue', in Chapter 4 of *A Review of Special Education in Tasmania* supported the recommendations in the *Integration of Special*

*Children into Ordinary Schools* document and indicated a readiness for the beginnings of a paradigm shift in special education in Tasmania in the 1980's.

Regarding the main issue - integration - the Review Committee was asked to provide a definition of special education in Tasmania, as practice in the past had not been based on an agreed upon definition. 'The provisions that have evolved have helped to shape our view of the kind of education they should receive and the places in which it should be offered' (Education Department of Tasmania, 1983, p. 16) - rather than looking first at individual differences and needs and shaping provision to meet the need. The Review recognised that special education in Tasmania had been based on an assumption that special education is undertaken in special schools - not in ordinary schools - an assumption that grew from and promoted further modernist thinking and the deficit model of schooling - where 'the others' are educated in separate provision. The Review acknowledged the influence of modernist thinking and welcomed the fact that this assumption had come to be less widely held as a deeper understanding of individual differences and their implications spread. As a reference point, the review adopted The Warnock Report's stance that special education was not the business of a small group of special teachers, but the business of all teachers in all schools. This indicated a desire at policy making level to move away from bureaucratic structures in special education and hinted at a more postmodern approach to decisionmaking in special education in Tasmania.

Now there is widespread acceptance of the fact that all children are different and the differences are such that no simple division into special and ordinary children is possible. Some of the differences can be handled in ordinary classrooms; a few cannot, but all children should be given full consideration and attention somewhere and in some way. Difference is part of the human condition and must no longer be regarded as a stigma. (Education Department of Tasmania, 1983, p.16)

The Review established that the 'policy of the Education Department is that, whenever possible, children with special educational needs should be educated in ordinary schools. This is the view espoused by The Warnock Report and generally accepted throughout the world' (Education Department of Tasmania, 1983, p.39). The Review relied further on the educational philosophy intrinsic to The Warnock Report to develop the necessary definition of special education:

special education is the process of providing additional services to develop cognitive, social, emotional and physical competence for any children whose progress towards attainment of optimum functioning would be seriously endangered if they were to continue in their present state or at their present rate of development without special help. (Education Department of Tasmania, 1983, p.17)

and to clarify and support the concept of placement to address educational need:

...identifying and dealing with the educational need is the first consideration. Therefore a child should go to a particular school or unit because of the educational program it offers, and not because of a disability most children in the school or unit have. (Education Department of Tasmania, 1983, p. 17)

In its assertion that no simple division between ordinary and special children in curriculum and organisational issues could be maintained, the Review documented a movement in policy and practice which hinted that integration and integration units were taking a stronghold. The Bowen Road Special Unit in Tasmania's south and the Ulverstone Primary and Miandetta Primary Special Units in the North West exemplify the special unit structures set up in primary and high schools at this time.

In 1988 the Education Department of Tasmania published a document titled *Interaction: Provisions for students with disabilities in ordinary Tasmanian schools and colleges*. It was an account of a number of programs in schools and colleges in Tasmania that widened the educational options for students with disabilities and promoted interaction with their peers without disabilities. In this account was evidence of the continuing paradigm shift.

More regular schools and colleges in Tasmania are making provision for students with disabilities, supported by the growth and development of useful networks between administrative, regular, and special education personnel. There is still much to learn, further adaptations to be made and procedures to be refined. The case studies presented here and the changes at systems level serve to demonstrate a gradual change in attitudes towards the provision of educational services for students with disabilities. (Education Department of Tasmania, 1988, p. 25)

The document also reported that a number of the recommendations made in the 1983 Review, had been put into effect and identified practices relating to the recommended amendments to the Education Act which were proclaimed in 1985. It then became The Education Department's responsibility to ensure that educational provision was made for all children with disabilities including those under school age and those over the age of 16 years.

The 1985 'Interaction' account leads directly into the development by a working party of a policy on provision for students in ordinary schools and colleges. It is this working party document that provides continuing evidence of a challenge to the modernist deficit models of schooling which segregated students with disabilities and a movement away from this. But a shift in paradigm towards postmodern liberatory pedagogy in special education in Tasmania was still not in evidence.

The 1989 *Integration in Tasmania: Provisions for Students with Disabilities in Ordinary Schools and Colleges - A Report by the Working Party* document opened with a quote from The Warnock Report:

The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. (Special Education Needs..., 1978, p. 5)

This introduced the philosophical basis of the Tasmanian report, acknowledged the significance of the British document and recognised its ongoing influence in the development of special education in Tasmania. Until the time of this Report, there had been a number of other influences listed below, which had brought special education in Tasmania to this point of its development. These are described in the historical literature review in Chapter Three.

- a shift in government policy and public opinion towards the rights of people with disabilities,
- the United Nations stress on the rights of disabled people to respect, appropriate treatment, education, employment, economic security and protection from exploitation,
- The Declaration of the Rights of the Child,
- the *Education for All Handicapped Act (PL 94-142)* which has ensured that children with disabilities have a right to be educated in the 'least restrictive environment',
- the Education Act in Britain in 1981, which directed that provision wherever practicable be made for disabled children in ordinary schools,



- *The Report to the Commonwealth Schools Commission on Integration in Australia*, (1986), by Gow and Snow, which gave evidence that since the early 1970's, systems had increasingly begun to support attempts to educate disabled students in ordinary schools,
- the *Tasmanian Review of Special Education*, in 1983 which provided recommendations regarding special education in the state and regarding amendments to the Education Act.

These influences gave impetus to increasing provisions for students with disabilities in regular schools and colleges and challenged the modernist functionalist paradigm. The 1989 Report acknowledged these influences and from their philosophical and ideological basis, supported the view that it was no longer tenable that students should leave their neighbourhood school in order to gain an appropriate education.

From this view is derived the general principle that students with disabilities should be educated in ordinary schools and colleges unless it is against their best interests to do so. (Education Department of Tasmania, 1989, p. iii)

The issues arising from that principle provided the matter of the Report - the establishment of effective procedures and programs. The Report;

- established a policy which set out principles, responsibilities and courses of action in the implementation of integration,
- made recommendations regarding resourcing for integration,

- proposed the establishment of regional special education coordinating committees,
- stressed the provision of staff development,
- stressed the principle of parent involvement,
- urged the promotion of community awareness of the needs of students with disabilities.

The Report identified as the recent major influence on the planning of services for people with disabilities, the concept of 'normalisation'. This concept put forward that normal behaviours are best learned in normal settings.

Normalisation in practice aims to achieve greater interaction between disabled and non disabled people, thus affecting the behaviour and attitudes of those with and those without disabilities. (Education Department of Tasmania, 1989, p. 7)

In the Tasmanian Education Department normalisation was not seen as an all or nothing concept, but as a continuum between full normalisation and full segregation. (See Figure 2 below)

- MAXIMUM - regular class placement
- INTERACTION - regular class placement + support materials
- (NORMALISATION) - regular class placements and support materials and teacher aide assistance
- regular class placement + support materials + itinerant teacher assistance
- regular class + resource teacher support
- special class + visits to regular class
- fulltime - special class placement
- special day school + visits to ordinary school
- fulltime special day school
- MINIMUM
- INTERACTION
- (SEGREGATION) - residential special school

Figure 2: Normalisation in Tasmanian schools. (Education Department of Tasmania, 1989, p.7)

From the notion of normalisation, the Report progressed to 'integration' which it defined as:

Integration is the process of increasing the participation of students from special schools and units in the regular school environment, and improving provisions for students with disabilities already enrolled in ordinary schools and colleges. (Education Department of Tasmania, 1989, p. 8)

The Report used The Warnock Report model of the three different types of integration which took a 'normalisation' position, to distinguish 'Functional Integration' as the type which the Working Party supported and regarded as most valuable. At the same time the Report acknowledged Locational and Social Integration as having value as steps to full integration.

The Report also recognised the influence of special education policy and practice in Australia generally on developments in Tasmania and summarised changes and common trends to the end of the 1980's as;

- a recognition of the benefits of interaction in the educational environment of students with and without disabilities,
- the dissemination of formal policy statements supporting integration,
- the dedication of additional resources and provision of specialists to support integration,
- increased flexibility in administration and service provision and the establishment of consultative decision making processes.

At the time of this Report, there was an overall trend towards increased integration, supported and directed by departmental policy. At the time the Report was prepared in 1988, 737 students were enrolled in 18 special schools, 7 special units had been established in regular schools as an alternative to special school placement and 91 students were enrolled in these units, staffed from special education resources. This was .14% of the school age population.

This Report was never disseminated - due to the kind of political forces, conflict and power struggles in special education suggested by Tomlinson (1982). The sociologist's point that was made earlier in our historical journey must be repeated again here in relation to this report. Some groups concerned with special education have vested interests in structuring debates in particular ways rather than clarifying issues. 'These issues are often presented in purely educational terms, whereas they actually reflect wider social, political and professional interests of various groups'. (Tomlinson, 1982, p. 58) Despite its shelving, the paradigmatic base, policy development and many of the recommendations in the Report are evident in the continuing development in special education in Tasmania from the beginning of the 1990's.

The beginnings of a change in paradigm and pedagogy were seen. In the past students had been categorised and labelled and placed in a particular special school because of the disability, the label and the deficit, which was consistent with the disability grouping catered for by that school. At the end of the 1980's, students were being placed in special schools according to the student's need for a program provided by a particular school or attending their regular school where their needs were being catered for. There had been a deconstruction of the deficit based model, where the prime focus, the disability or deficit, determined the segregated group placement and a reconstruction of a

model of service delivery where program provision to address the individual need in neighbourhood school placement, wherever possible, was the primary focus.

The rights and needs of the individual student were beginning to be recognised. Some special schools developed support roles for students who attended their local school. Other special schools had classes located in ordinary schools - as was recommended in the 1983 Review of Special Education. Special education services were provided to support students with disabilities in regular schools - itinerant services, early special education services, hospital services and motor programs. The shift in paradigm had begun to be expressed in documentation regarding the beliefs and principles of education:

It is important, however, that the education of students with disabilities in ordinary schools is not seen merely as one of providing additional resources. Many such students can benefit from the neighbourhood school without any additional staffing or other special provision. They require schools in which genuine mixed ability teaching and respect for individuals is intrinsic to the educational program. (Education Department of Tasmania, 1989, p. 21)

The overall developing educational philosophy of the Tasmanian Education Department was an ideal foundation for the shift in thought and practice in special education to take place. The reviews and reports on education which had been undertaken between 1979 and 1989 provided the essential principles which gave direction to provision for students with disabilities.

The first of three main educational principles which influenced special education provision in Tasmania at the end of the 1980's concerned catering for all students:

The organisation and curriculum of the school must be flexible enough to cater for the needs, abilities and interests of all students. (Education Department of Tasmania, 1986, p.19)

The second principle concerned meeting the needs of the individual:

While the school has a responsibility to identify problems and develop programs that cater for specific needs, it also has a responsibility to be aware that children are individuals in their own right and in the discharge of the responsibility to foster feelings of self esteem and competence in each child. (The COPE Report, 1985, p.10)

The third principle concerned integration:

That schools as far as possible within their normal provisions meet the special needs of children. Where assistance from a specialist is required this is to take place with the specialist working alongside the teacher in the classroom. (The COPE Report, 1985, p.108)

These documents and their underlying principles, established the Tasmanian context for the integration of students with disabilities in regular schools and prepared the way for the movement in the 1990's towards 'inclusive schooling', which in turn has moved a little closer to postmodern liberatory pedagogy. The development in 1994 of the *'Inclusion of Students with Disabilities in Regular Schools'* policy statement which is discussed further in Chapter Six, consolidates the evidence of this movement.

The undisseminated 1989 Report identified the key issues for the future of special education in Tasmania:

For an education system to achieve a stage where integration is supported in theory and practice requires considerable commitment. Attitudes, knowledge and skills are required by all people involved, and there must be an undertaking to provide resources in the ways and places they can best serve the needs of schools and colleges. (Education Department of Tasmania, 1989, p. 33.)

The main issues identified were;

- responsibilities to students,
- integration programs,
- administration,
- involvement of parents,
- identification and assessment of students with disabilities,
- provision of resources,
- financial support,
- staffing,
- professional development,
- curriculum,
- secondary colleges,
- early special education,
- special schools,

- career structure,
- implementation of policy.

It is to a range of the issues above that this discussion turns in Chapters Five and Six, to explore the state of the art in special education - inclusive schooling - and how that is reflected in paradigm shift and pedagogy, with specific reference to one school district in Tasmania. The intention of these chapters is to describe how the historical journey documented in Chapters Three and Four, continues in the 1990's and what impact this has on one school district's movement towards postmodern liberatory pedagogy.



## Chapter Five

### Reconstruction : inclusive schooling

The literature review in Chapters Three and Four signposted the beginnings of a movement in paradigm in special education in the 1970's and 1980's in Britain, Australia and the USA. It is characterised by Jorgensen:

If our long term vision for children with significant disabilities is that they be able to participate in and contribute to an integrated society, it just does not make sense to teach children in isolation from the people who will share that society with them. (Jorgensen, 1992, p.184)

The beginnings of this shift have given rise to a change in pedagogy, foreshadowed by Jorgensen above. Educationalists in the 1990's have become concerned with continuing the shift in paradigm by questioning the knowledge tradition of the past, so that the paradigm is continually challenged. The challenge creates the preconditions for reconstruction of new knowledge tradition which emerges from the old. Alongside this is the emergence of new pedagogy. What has emerged is a model of inclusive schooling. The notion of inclusive schooling reflects the paradigm shift, but also carries with it some of the structures of the past, in its tendency to rely on bureaucratic structures in the allocation of resources and the provision of support services. There is a need to challenge the knowledge tradition further and to develop ways of thinking that are postmodern in order to support the continuing shift in paradigm and to further reconstruct pedagogy. What follows below is an outline of the emergence of a model of inclusive schooling. Its emergence raises questions about continuing paradigm shifts, continuing pedagogical change and the move towards postmodern liberatory pedagogy

Lipsky and Gartner emphasised that :

We must learn from our mistakes and attempt to create a new type of unitary system, one which incorporates quality education for all students. (Lipsky and Gartner, 1987, p. 368)

In his article, Thomas Skrtic (1991) recorded the continuing paradigm shift at the beginning of the 1990's. He described such a unitary system, as he analysed and critiqued the policies, practices and grounding assumptions of the special education system in the USA. He argued that the current bureaucratic school organisation structure and professional culture were inappropriate structures to achieve goals of educational excellence and equity. Skrtic proposed an alternative structure, 'adhocracy', in which collaboration and problem solving would provide students with equity and excellence in schooling and prepare them for life in the twenty first century. The concept of the 'adhocracy' as the key to moving inclusive schooling towards postmodern liberatory pedagogy, is explored in Chapter Eight.

Skrtic supported the Regular Education Initiative (REI) proponents demand that special education practices be replaced by restructuring of the special and general education system into a single adaptable one. There were four proposals for this. The Pugach and Lilly (1984) proposal integrated a vast majority of students, leaving students with moderate and severe disabilities in separate settings within regular school buildings. The Wang, Reynolds and Walberg (1987) proposal had most students integrated, with the option of separate settings for students with severe disabilities. Lipsky and Gartner (1987) had all students integrated except students with the most severe and profound disabilities, who were placed in a separate classroom in a regular school. Stainback and Stainback (1984) proposed the integration of all students,

recognising the need to group some students in some instances into specific courses. Lipsky and Gartner's and Stainback and Stainback's proposals called for the merging of two systems, Stainback and Stainback at classroom level:

It calls for disbanding special education programs and integrating the residual personnel into the general education system according to an instructional specialisation. Each teacher in this system would have a strong base in the teaching and learning process. (Skrtic, 1991, p. 159 )

The REI proposals which Skrtic supported called for creating a system of adaptable classrooms by making new resources available and introducing more powerful instructional technologies and conditions that would narrow group variances. Skrtic's deconstruction and reconstruction of special education, provide us with a vehicle through which to consider and address the many issues in special education still to be resolved in moving towards postmodern liberatory pedagogy - issues such as - What processes will support the reconstruction of a unitary system ?; How do we develop a view of 'difference' that is empowering ?; How will assessment practices evolve in order to avoid classification and labelling and support the addressing of individual need ?; How will school review, planning and reform deconstruct and reconstruct special education ?; How will school communities develop ways of thinking that are postmodern ?

Leading to 'unitary system' and 'adhocracy' proposals, special education paradigm had been shaped by social, legal, political, philosophical and financial influences and these influences were still active. These influences gave the disabled the right to self determination, in theory. In the USA, the adoption of P.L. 94 - 142 , Section 504 of the Rehabilitation Act and the Americans with Disabilities Act indicated profound changes in disability policy. The developments were promoted by the growth of the disability rights movement and by an emerging

transition from a 'functional limitations paradigm, concentrating on effects of impairment, to a minority group model' (Hahn, 1995, p. 6). The functional limitations paradigm was founded on physiological limits and vocational restrictions. The minority group model saw disability as a consequence of interaction between the individual and the environment. Therefore disability was not a personal defect or deficit, but a product of a disabling environment. In this model, segregation of students with disabilities would almost certainly have a negative effect and the most immediate issue was the adaptation of the environment, the curriculum and the training of teachers and professionals.

...disability stems from the failure of a structured environment to adjust to the needs and aspirations of citizens with disabilities rather than from the inability of a disabled individual to adapt to the demands of society. (Barton, 1994, p.15)

National Law 118 in Italy established the right of compulsory education for children with disabilities in regular classes of public schools. The law followed the practice however, because the practice was believed to be right.

The national philosophy considers special schools an aberration.' ... 'Socialisation was the main goal of 'insertion' in the early years of integration, but in later years there was increasing emphasis on academics for students with disabilities. This emphasis was reinforced by National Law 711 which was passed in 1992. (Berrigan, 1995, p. 25)

Educationalists were keen to address these issues through integration programs which had been established in many countries. With the concepts such as 'normalisation' and 'least restrictive environment' being put to the test in these integration programs, progressive thinking from educationalists, Skrtic among them, who were identifying structures for the achievement of educational equity and excellence, recognised that perhaps the practices which resulted from concepts such as 'normalisation' were flawed. (Fulcher, 1989)

The focus had been on taking a group of students with disabilities and making them adapt to the mainstream environment. The term 'integration' had become associated with:

moving a marginalised group of students somewhere else. Gow (1993) pointed out that the term 'integration' 'has a history back to 1917, it is controversial, it is emotive, challenging and pervasive. (Koop and Minchinton, 1995, p.1)

The concepts of least restrictive environment and normalisation in integration did not sit easily with the emerging concepts of social justice and equity in education. 'Unfortunately, for many school districts this (the notion of least restrictive environment) has meant fairly restrictive service delivery models, often limited to self-contained special classrooms, or more frequently, special education resource rooms' (Vaughn and Schumm, 1995 p. 265). Questions such as, 'To what extent is the notion of 'normalisation' a key aspect of oppression in the education of disabled students?' (Corbett, 1991, p. 259). and therefore, to what extent were the practices associated with the notions, contrary to social justice and equity?, began to challenge concepts of least restrictive environment and normalisation.

It was the differences in definitions of social justice and equity that accounted for the difference in educational provision. Koop and Minchinton quoted an example of this difference in the definitions of social justice and equity, provided by the Queensland Department of Education (1993) and the NSW Department of School Education's Special Education Policy (1993). The Queensland Education Department's stance is based on the following:

Social justice is the process of ensuring that the educational outcomes for all students in the state are maximised, regardless of their individual circumstances - such as location, sex, socioeconomic

circumstances, ethnic or cultural backgrounds or any impairments students may have.

Social justice principles include the right of: access, participation, equity and equality.

Equity is the principle that advocates and programs to redress the socioeconomic, educational and political disadvantages that people suffer as a result of culture, ethnicity, gender, geographical location or impairment of any kind. Equity can involve treating different groups differently. (Queensland Department of Education, 1993, pp. 30 - 31)

In contrast the NSW Department's policy statement affirms its commitment to the policy of normalisation, and reflects a conservative stance as follows:

Seek to provide an equitable and flexible continuum of Special Education services, regular classes, support classes in regular schools and special schools) to allow for appropriate education choices which cater for the needs of each student. (New South Wales Department of School Education, 1993, p. 2)

Koop and Minchinton regard this stance as 'having little regard for the uniqueness of the individual' (Koop and Minchinton, 1995, p. 4). and suggest that;

Regardless of the variations in the definition of social justice, it is clear that the notion of inclusive schooling is both a philosophical and programmatic orientation toward the rights of all students to be educated in the general classroom. An inclusive school provides opportunities and benefits for students with disabilities, for students without disabilities and for teachers and other school personnel. (Koop and Minchinton, 1995, p. 4)

The concept of inclusive schooling aspires to the issues that flawed 'integration' and began to address the issues that faced educationalists in the early 1990's. The concept of inclusive schooling accurately communicates what is needed, - that is, all children included in the educational and social life of their

neighbourhood schools and classrooms - not just placed in the mainstream. The focus is on how to build a system that 'includes' and is structured to meet everyone's needs (Stainback, Stainback and Jackson, 1992, p. 4).

Tasmanian Department of Education documentation differentiates integration and inclusive schooling as follows:

Integration is the process of introducing students with disabilities into regular schools from a setting in which they have previously been excluded. Integration implies that students who have been excluded can be introduced into a regular school. The emphasis is on how the student can fit into the existing the existing school structure.

Inclusive schooling is the outcome of attempting to provide for all students, including students who have disabilities, in mainstream regular schools. Inclusion implies providing for all students within the educational program of the regular school. The emphasis is on how schools can change to meet the needs of students with disabilities. (Tasmania. Education Department, 1994, p. 1)

The point of greatest difference, particularly in process, is identified in the final sentence of each description. The point of greatest difference is that in an inclusive school, the student is not expected to adapt to the already existing structures of the school, rather, responsibility is placed on school personnel to develop a regular school context that accomodates the needs of all students and addresses the support needs of every member of the school community.

Integration or mainstreaming implies a need to fit students previously excluded into an existing mainstream. In inclusive schooling, the responsibility is being placed on school personnel to arrange a mainstream that accomodates the needs of all students. (Stainback, Stainback and Jackson, 1992, p. 4)

Stainback, Stainback and Jackson, (1992), explored the concept of inclusive schooling further, with their belief that the challenge is to develop a sense of

community and mutual support within the mainstream. They maintain that in inclusive communities everyone's gifts and talents including those of students with severe and profound disabilities are recognised, utilised and encouraged to the fullest extent. They go further to describe the inclusive school as a centre of community activities involving parents and community members and outline the advantages of such a model as the building of community interdependence, mutual respect and responsibility. In inclusive schools, they emphasised, all resources are in regular classrooms where all students are educated, rather than split between special schools, resource rooms, units and classrooms. In this model resources are not tied up in labelling, classifying, and making placement decisions.

Bradley, (1994), supported Stainback and Stainback's theme of recognizing, utilizing and encouraging the full range of abilities in regular classrooms, by describing an inclusive school as one where teachers would spend time in 'normalized professional practices', where all staff would be encouraged to develop an appreciation of diversity, where 'instruction would be fluid, and whenever possible, students would be heterogeneously grouped. Students would not be tracked for instruction but, instead, be able to move easily from one group to another depending on skills acquisition. Individualized instruction for all students would be a natural occurrence' (Bradley, 1994, p. 89).

Gartner and Lipsky, (1987), emphasised that building the unitary educational system is the key - a system that is:

both consonant with and builds towards an inclusive society. 'Clearly this is not done by taking students from the general education setting and labelling them as 'deficient', nor is it done, as in special education, by focusing on the setting in which instruction takes place. Rather research indicates that we must focus on the features



of instruction that can produce improved learning for students.  
(Gartner and Lipsky, 1987, p. 387 )

**That is, we must focus on the pedagogy that is liberatory, producing equity and excellence in education.**

Muncey and Palmer , (1995), described such a unitary system in a model which moves away from labelling and categorisation and focuses on the features of instruction which meet students needs. The model 'defines special education in terms of the degree of variation in essential characteristics or dimensions by which ordinary education is modified or supplemented to meet special needs' (Muncey and Palmer, 1995, p.126). Muncey and Palmer's emphasis supported Gartner and Lipsky's, (1987), position in that it is a non categorical approach to addressing student needs. It makes a shift in paradigm by focusing on what is done for students rather than what is wrong with them.

Gartner and Lipsky, (1987), suggested that the alternative to categorical approaches and separate systems is a unitary system, the conception of which requires a paradigm shift, a change in the way differences among people are thought about, in the way schools are organised and in the way the purposes of education are viewed. Their unitary or inclusive system rejected the belief that incorporated a medical or deviancy model and required adaptation in schools, in society and in education, not only in the individual.

The effective schools research identified five factors that characterised schools that achieve quality and equity; (1) high expectations for all students and staff acceptance of responsibility for students' learning; (2) instructional leadership on the part of the principal; (3) a safe and orderly environment conducive to learning; (4) a clear and focused mission concerning instructional goals shared by the staff; and (5) frequent monitoring of student progress.  
(Gartner and Lipsky, 1987, p. 389)

With these factors as a starting point, what are the characteristics of a unitary system, an inclusive schooling model which moves towards the adhocratic structure proposed by Skrtic, (1991), and towards postmodern liberatory pedagogy?

Provisions in a unitary system, an inclusive system, according to Gartner and Lipsky, (1987), would involve assessment based on multidimensional axes, psychosocial evaluations directed towards instruction, instructional practices that utilise current research, enhanced staff and curriculum development, early intervention and transition programs, post secondary education and training programs, community living options.

Koop and Minchinton, (1995), emphasised that the inclusive school is a result of:

major shifts in beliefs and practices in the educational community.....It incorporates values that promote participation, friendship and interactions in all aspects of education and community life. It promotes a strong sense of community; the study of and celebration of diversity; active participation with parents; effective leadership and shared responsibility. However it can only truly exist where there exists appropriate structural support for teachers and students. (Koop and Minchinton, 1995, p 2)

These structural supports for teachers and students they outline as:

1. an acceptance of the right of all students to have access to and participate in education;
2. a broad range of program options and curriculum practices responsive to identified individual learning needs;
3. a skilled and empowered group of participants;

4. clear communication pathways, processes for collaborative decision making, and statements of roles and responsibilities for all sectors of the department;
5. the effective provision and utilisation of human and material resources;
6. ongoing review and evaluation of education programs and outcomes for students with disabilities. (Koop and Minchinton, 1995, p. 6)

Ainscow and Hopkins, (1992), suggested three additional structural supports necessary for achieving a 'moving school', that is, a school which moves towards quality, equity and liberatory pedagogy, through school improvement. They maintained that school improvement goes hand in hand with work on the internal conditions of the school. This is consistent with Koop and Minchinton's, (1996), suggestion that inclusive schooling can be approached through the school planning development process. The structural supports which Ainscow and Hopkins outlined involve;

- reconstructing externally imposed education change in the form of school priorities;
- creating internal conditions that will sustain and manage change in schools; and
- embedding these priorities and conditions within an overall strategy. (Ainscow and Hopkins, 1992, p. 79)

The outcomes of such structural supports and school review and development programs would achieve inclusive schooling, which Stainback and Stainback, (1991), characterise as schooling where;

- the classroom is the focus,
- staff and students are encouraged and empowered to support one another,

- there is a philosophy that all children belong and can learn in the mainstream of school and community life,
- diversity is valued, along the same lines as Skrtic's, (1991), adhocracy where diversity is an asset, not a problem,
- rules and rights of the classroom are promoted and reflect equity and mutual respect,
- support and assistance is provided to students to help them succeed in achieving curriculum objectives,
- curriculum is expanded and adjusted to meet the needs,
- instruction modification and specialised tools are provided in the classroom, not outside it,
- inclusive classrooms foster natural support networks eg peer tutoring,
- teachers and support personnel support each other through team teaching and collaboration,
- psychologists assist in design, adaptation, assessment and evaluation of all students, rather than focusing on testing, classifying and labelling special needs students,

- the teacher is the facilitator of the learning support and students are empowered to learn, support each other and make decisions about their own learning,
- understanding and valuing of individual differences is promoted,
- creative flexibility and open mindedness among members of the school community facilitates change.

Koop and Minchinton, (1995), used Villa and Thousand's, (1992), descriptors of inclusive schooling to identify key characteristics. In these descriptors is an emphasis on students being educated together in a group where the number of those with and without disabilities approximates natural population distribution and where even though students are involved in the same activities, their learning objectives are individualised.

Jorgensen added to the growing list of indicators of inclusive schools;

- there is a reliance on natural supports for children with extraordinary challenges,
- the school culture is an indicator of the commitment to inclusion,
- labelling is absent,
- there is cooperative learning, task interdependence, individual and group accountability, social skills development, peer support,

- there is collaboration among staff members and collaborative problem solving (a further requirement of Skrtic's, (1991), adhocracy),
- there are time management, documentation and accountability processes,
- priority is placed on friendships and social interaction.

There are many such lists of indicators, descriptors, and characteristics of inclusive schooling, developed during the late 1980's and early 1990's, which have their origins in the debate about equity and quality in schooling and their importance in school planning documents. However it is the processes through which inclusive schooling is achieved and through which school communities move towards postmodern liberatory pedagogy, that are the links between concluding this review of the literature of construction, deconstruction and reconstruction of pedagogy in special education and furthering the investigation of the research question in one school district's beginning in the movement towards a postmodern liberatory pedagogy in special education.

To this end it is important to be clear about the meaning of postmodern thought as it applies to the thesis of this paper. In the framework of this thesis, postmodern liberatory pedagogy uses postmodern thought to deconstruct - critically analyse and take apart modernist functionalist knowledge and the pedagogy which developed from it. Postmodern thought accepts modern knowledge conditionally, using it as a starting point for reconstructing new forms of liberating knowledge - through social discourse. Knowledge is accepted or rejected on the basis of its contribution to the realization of social and educational ideals such as equity and quality in schooling and liberatory pedagogy. Its goal is to 'change social practices and institutions by reconciling them with our moral ideals' (Skrtic, 1995, p. 596). School communities which

use this framework of postmodern thought to develop processes for inclusive schooling are moving towards postmodern liberatory pedagogy.

Koop and Minchinton, (1995), suggested that moving a school towards inclusive schooling with an inclusive curriculum involves the following processes:

- focus on the whole school as the unit of change,
- a school community which is accepting of diversity in its student population and values the expertise of its specialist teachers,
- challenging rather than accepting social injustice,
- empowering all people in the school to participate in school life as equals,
- including parents as participants in the education of their children,
- the achievements of students with disabilities to be acknowledged through existing channels of communication within the school. These may include newsletters, community meetings, student meetings and staff meetings,
- planning at the school level to take into account current legislation, and current departmental policies,
- using the school development plan as a vehicle for:
  - the broadening of curriculum options and teaching practices
  - the development of procedures for identifying student need
  - the development of budgetary guidelines
  - the development of performance indicators for measuring educational outcomes
  - the reviewing of school programs and policies to ensure social justice and equity principles are being used,
- accessing or developing disability awareness programs so that all members of the school community develop sensitivity and understanding of disability which will facilitate positive, equal status interactions and relationships,
- accessing and providing professional development activities for staff and parents in the area of disability,

- sharing examples of good practice and resources,
- regular and specialist educators working together to meet the needs of all students in the school,
- schools becoming members of school clusters to develop a wide range of curriculum practices, resources and expertise which can be accessed by all cluster members. (Koop and Minchinton, 1995, p. 7)

Koop and Minchinton's suggested processes and other key processes become the focus of discussion in the next section of this paper, where the reconstruction of an inclusive model of schooling in Tasmania is described. The thought, policy, process and practice which drive this model are identified in the next section and Stainback and Stainback's, (1991), statement becomes a reality:

It is only through daily experiences with full inclusion that teachers, parents and students and specialists can develop realistic attitudes and expectations and overcome any real, as opposed to imagined difficulties. (Stainback, and Stainback, 1991, p.12)

In Chapters Three to Five the journey in beliefs, assumptions, policies and practices in special education in Britain, the USA and Australia in the last one hundred years, from the late 1800's to the late 1900's have been outlined. The journey has traced a shift in paradigm in special education from a position of total rejection and segregation of students with disabilities as 'others', to a greater acceptance of students with disabilities as part of the educational community, from a deficit model of schooling, which focused on and labelled the disability, to an inclusive model of schooling which focuses on student ability and participation. The journey has revealed the beginnings of a shift in paradigm from modernism to postmodernism and a move towards liberatory



pedagogy. But as the 'inclusive schooling' experience has revealed, the movement has just begun.

The development of 'ways of thinking' that are 'postmodern' in school communities, which engage those communities in critical analysis and social discourse as a challenge to modernism, is the key to continuing the movement towards postmodern liberatory pedagogy. The inclusive schooling experience of which the writer of this paper has been part, is a continual reminder to school communities that modern thought, deficit schooling models, bureaucratic management structures and the pedagogy which results from them, are strongly resistant to deconstruction and reconstruction. School communities that are serious about equity and quality in schooling must be prepared to develop ways of thinking that are postmodern, to accept existing knowledge, values and pedagogy conditionally and to use them as a starting point for discourse, redefinition and reconstruction of new forms of knowledge and changing values and pedagogy.

District support personnel such as the writer of this paper must work with school communities through:

- facilitation of professional development,
- provision of appropriate professional reading,
- coordination of forums for social discourse,
- modelling postmodern liberatory pedagogy,
- support for the development of consultative collaborative team approaches,

to develop ways of thinking that are postmodern and remove the need for reliance on outside support services to achieve equity and excellence in schooling. Officers such as this writer must, in effect, remove the need for their own positions. Indeed in Skrtic's (1995) 'adhocracy', which is described more fully in Chapter Eight, there would be no outside support services.

The purpose of the research study which follows, is to describe one educational district's beginning in the movement towards postmodern liberatory pedagogy, by exploring how four school communities in that district began to develop ways of thinking that are postmodern.

Arguing that all children should be included in the general class, opened the way to postmodern thought and liberatory pedagogy. The issue of inclusion also divides special educators. Some do not agree that special children can get an equal break in the general class. From the point of view of modernist thought and liberatory pedagogy, much of this internal controversy signals the more serious inadequacies, and perhaps breakdown of modernist thought as related to schools, education, and children. It shows in particular that there is a need for a radical paradigm shift in special education, a new way of thinking about these children and their educational needs. It suggests that there is something wrong with our general mindset with regard to what education is all about. (Rhodes, 1995, p. 461)

## **Chapter Six**

### **An inclusive schooling model in the Barrington Educational District in Tasmania**

What is one school district's beginning?: A description and explanation of the movement towards a postmodern liberatory pedagogy in special education. The response to this research question is attempted in this paper through:

1. the historical journey that the paper has outlined,
2. the description and explanation of the inclusive schooling model in the Barrington District of schools in Tasmania which follows in Chapters Six and Seven,
3. the discourse on special education,
4. the action research and case study methodology, which investigates the choices that school communities have made and continue to make in the construction, deconstruction and reconstruction of pedagogy within this model.

The description of the model and the explanation of the outcomes for the four individual students and their school communities, highlights the crisis as Skrtic (1995) would term it, in paradigm and in pedagogy in special education - the point at which school communities are faced with choices between continuing to exist within a modernist functionalist paradigm and its pedagogy or moving towards a postmodern subjectivist paradigm and its liberatory pedagogy.

## **Policy and context of the Barrington District Support Model**

In 1994, the Education Department of Tasmania disseminated two policies, the *Equity in Schooling Policy* and the *Inclusion of Students with Disabilities in Regular Schools Policy*. The *Equity in Schooling Policy* was the umbrella of the *Inclusion of Students with Disabilities in Regular schools Policy*, with its definition of Equity as follows;

Equity is a concept that refers to the qualities of fairness and justice. To apply principles of equity in education is to attempt to ensure that all young people are given fair and equal access to opportunities for achievement and participation at school and college which will enhance their employment prospects and provide a strong foundation for active and satisfying adult lives. A situation in which some groups of students do not participate in education to the same extent as other students, and do not achieve outcomes at the same level, is unacceptable. (Tasmania. Department of Education and The Arts, 1995, p. 11)

The goals of the 'Inclusion Policy' responded to the 'Equity Policy' with their statement of intention that:

1. students with disabilities will attend a school setting which is as close as possible to the norms and patterns of schooling experienced by other students and one that provides the least possible restriction on their right to lead a normal life, while adequately catering for their special needs;
2. students with a wide range of abilities and needs will be supported in compulsory as well as pre- and post- compulsory education, within the limits of available resources;
3. educational services provided for students with disabilities will reflect the diverse needs and varying preferences of these students, with a variety of models of provision being utilised;

4. educational services to students with disabilities will be provided in accordance with the principles and objectives of the Commonwealth - State Disability Agreement, and the State Disability Services Act. (Tasmania, Education Department, 1995, p. 15)

At the same time and in conjunction with policy dissemination, Tasmanian Education Department student support service delivery, including special education service delivery, underwent a restructuring process, which saw the development of seven District Support Service structures. Each District Support Service incorporated guidance, social work, speech and language pathology, special education, behaviour support and curriculum development services in its district. In response to the two policies, the Support Services would provide information, advice and assistance to schools on the needs of students with disabilities.

Each District Support Service has developed its own service delivery model, to respond to specific school and student need and geographic layout of the particular district.

The Barrington District is located on the North West Coast of Tasmania. It is made up of the municipalities of Devonport, Latrobe, Kentish and Central Coast. In 1996 there were 19 primary schools, 5 high schools, a district high school, a secondary college, a special school and an early special education centre in the Barrington District, with a total student population of approximately 9,000. The Barrington Support Service was established at the beginning of 1995 and its responsibilities in relation to 'inclusion' and special education included;

- to manage the special education resources allocated to the district and to ensure that all schools are informed and consulted on the allocation of these resources;
- to collaborate with schools and the district in the management of specific programs, eg. behaviour support;
- to provide teaching and learning support and resources to schools;
- to liaise with other government and community agencies who are involved in providing support services to students; - to provide professional development for District Support Service staff, teachers, teacher aides and parents;
- to assist in the provision of part - time dual enrolments and/or alternative programs;
- to support inclusive schooling;
- to provide assistance and advice to district office and the Department on issues relating to the provision of support services to schools and students in the district. (Tasmania, Education Department, 1996, pp. 1 - 2)

### **The inclusion support model in the Barrington District**

The model of inclusion support service delivery in the District Barrington could be described as a 'distributive' model. The distributive model was first developed in 1991, by the Barrington District Superintendent as chairperson of The Special Education Advisory Committee, and has continued to develop to address needs in the district since then.

Schools are at the centre of this model. The Inclusion Support Teacher at each school coordinates case management, student educational plan implementation and learning program support for each identified student. The Inclusion Support Teachers are supported in their roles and in the development of the inclusion support model in their schools by the Support Services Coordinator. The

Support Services Coordinator also plans, implements and reviews the Support Services Professional Development and Parent and Community Education Programs in the district, in collaboration with schools. (See Appendix III) A further responsibility of the Support Services Coordinator is to facilitate the development of an inclusion support and professional development model in each of the three clusters of schools in the district. In this model individual school inclusion support cascades into cluster support models. The three cluster models then form the total district distributive model of inclusion support.

In 1996, with the exception of 1.4 senior staff members, who provide the Support Services Coordination, all inclusion support staff, or District Special Education staff i.e. 12.1 Full Time Equivalent staff, are allocated directly to schools to support the inclusion program in schools. The staff allocated to schools are considered members of the school staff rather than the Support Service, in order to avoid their labelling as 'special education' or 'visiting resource' teachers and to avoid what Skrtic (1995) sees as 'professionalized coordination' of services. Many of these staff members have additional teaching responsibilities in the school, including senior staff responsibilities. This further reduces the labelling of staff and students with whom they work. The proportion of the 12.1 staff allocated to each school is currently decided in relation to the number of students with disabilities/learning support needs in the school. The District Special Education Advisory Committee oversees and approves all decisions in relation to staffing and resource distribution in the area of special education/inclusion in the district.

While students with disabilities/learning support needs included in regular schools are full time members of an age appropriate class, learning support is provided to them within the class, to support the achievement of intended learning outcomes appropriate to each individual student. The intended learning

outcomes are identified in a Student Educational Plan, (See Appendix IV) and progress towards their achievement is monitored by the case management team for the student, through an action research process. Some examples of action research through case management will be described in the next section.

Figure 3 below outlines the inclusion support model currently in place in the district. The steps in this model form the cascade structure of support described below.

### 1. Student Ascertainment

Students in need of learning support are most usually identified by parents and/or classroom teachers, often with reference to the *Barrington District Special Education Ascertainment Document*, (Tasmania Education Department, rev. ed., 1995) and in conjunction with the Inclusion Support Teacher. The Inclusion Support Teacher then contacts the Support Services Coordinator, the guidance officer and the speech and language pathologist in order to arrange for assessments to be carried out. On completion of assessments, reports are written which enable student disability or difficulty to be identified.

### 2. Student Disability Identified

When reports are completed and student disability or learning difficulty is identified, a meeting is arranged with the parents of the student in order to explain assessment results. The classroom teacher, The Inclusion Support Teacher and the Support Services Coordinator also receive information regarding student disability or difficulty.

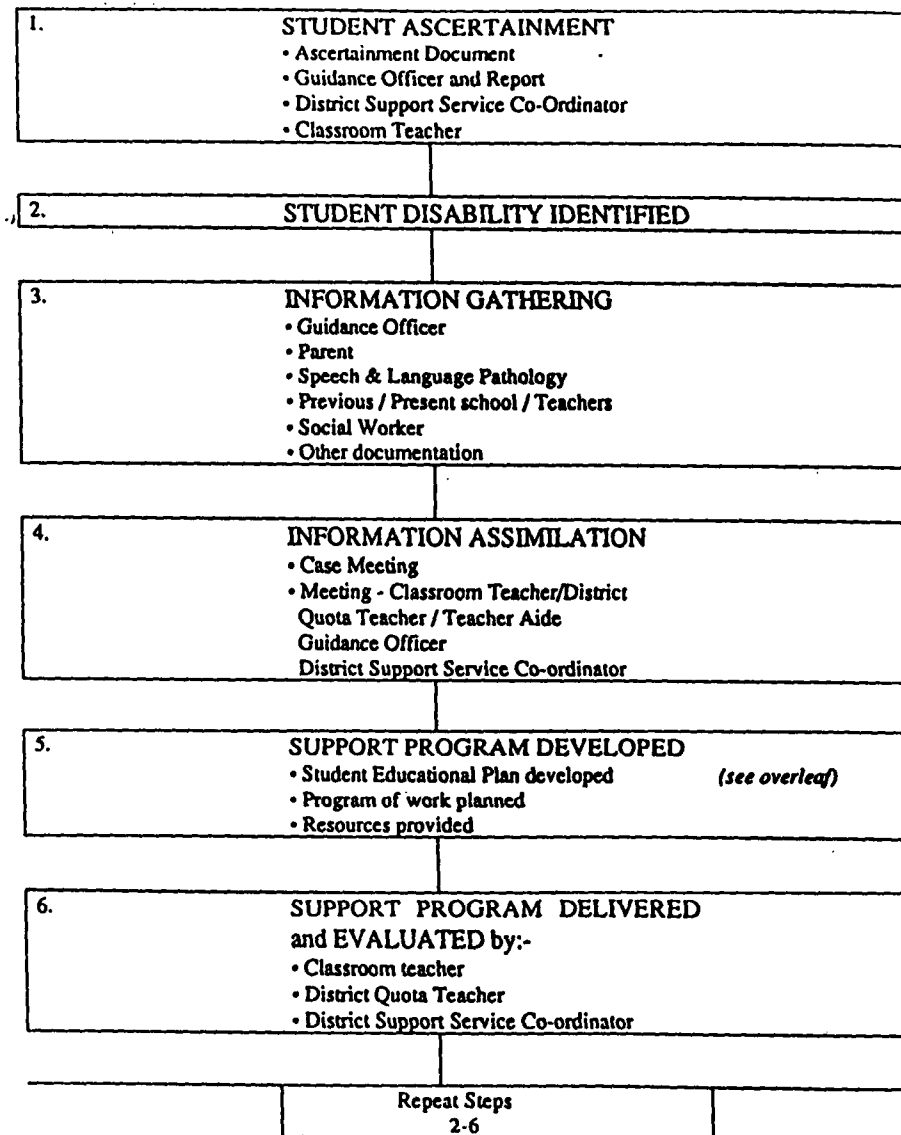


## THE STUDENT INCLUSION SUPPORT MODEL

The Student Inclusion Support Model (see overleaf) outlines the process of student ascertainment, information gathering and assimilation, and support program development implementation and evaluation, which operates in the Barrington District for students with intellectual disabilities in regular and special settings.

The flow chart describes the steps in the support model and the people who need to be involved at each step. The flow chart emphasises that a key element in the process is teacher support and professional development which should accompany every step in the model.

## Barrington District Support Service STUDENT INCLUSION SUPPORT MODEL



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Figure 3: The Barrington District Support Service Student Inclusion Support Model (Tasmania. Department of Education and The Arts, 1995, p.45)

### 3. Information Gathering

Further information regarding the student is then gathered by the Inclusion Support Teacher and classroom teacher. Sources of this information vary from student to student and may involve parents, previous school or teacher reports and other documentation and may provide a fuller picture of the student's learning support needs.

### 4. Information Assimilation

Information gathering is followed by a case meeting. The case meeting facilitates a team approach by all stakeholders to student support. At the case meeting the management team makes recommendations regarding an appropriate learning support program and resources for the student. In response to the recommendations, a Student Educational Plan is developed. In planning the intended outcomes, the consolidated list of intended outcomes in the K - 12 Curriculum is used, together with a document prepared by classroom and inclusion support teachers titled *Indicators of Progress Towards Inclusion Of Students With Special Needs in Regular Classrooms : Key Student Outcomes* (See Appendix V) The information assimilated by the case management team is provided to the District Category B Moderation Committee and/or the Central Category A Moderation Committee so that the student can be admitted to Central or District Registers of students eligible for resource support.

### 5. Support Program Developed

The support program developed is coordinated by the Inclusion Support Teacher at the school and might involve a variety of programs from learning

support in the classroom to physical therapy or regular counselling sessions and is supported by district or central resources. Student progress within the support program is then monitored and evaluated by the case management team, within an action research cycle.

#### 6. Support Program Delivered and Evaluated

Through the case management process, the Student Educational Plan and resource organisation are continually reviewed, evaluated and changed to meet ongoing student needs. Regular support visits and involvement in case meetings by the Support Services Coordinator ensures that case management review and evaluation information is provided to relevant district and central committees responsible for resource allocation.

#### Repeat Steps 2 - 6

Through an ongoing cycle of information gathering and assimilation regarding the student, team problem solving through case management and continual adaptation and change of the student support program, student needs are met in an ongoing way. Examples of this model in action are described in the case studies in Chapter Seven of this paper.

The Student Transition Support Model (See Appendix VII) is a process within the Inclusion support model designed to facilitate the transition of students with learning support needs and their families at a range of transition points during their education. The flow chart in describes the steps in the support model and the people who need to be involved at each step. The flow chart emphasises that the key element in the process is case management, which brings together

all stakeholders in the transition process, to develop a Transition Education Plan (See Appendix VI) for each student.

The Inclusion Support Model described above operates in 1996, within the context of the Inclusion Priority Program in the *Barrington Support Service Plan*. (See Appendix VII) The case management/case study strategy outlined above is structured to provide evaluation information regarding the implementation of this priority program during 1996.

### **Resource distribution to support the model**

There are two sources of resource support for the model. Category A staffing and funding resources are allocated to each of the seven districts by a central committee, mainly through a submission process, to support the learning needs of students with moderate to severe and profound disabilities. After Category A allocations have been completed from the initial pool, the remaining staffing and funding resources, called Category B staffing and funding resources, are distributed on a per capita basis to all seven districts, with some special needs indexing. It is then the responsibility of each district to distribute these resources equitably to schools.

Districts can choose to use these resources in many different ways. For example, most districts use some of their special education staffing and resources in their district special school where some children with particular problems are able to be enrolled. Another proportion of the resources is used to provide support to children in regular schools by providing special education teachers who visit the schools, and funding for things like professional development for their teachers and teachers' aides. (Tasmania Department of Education and The Arts, 1995, p. 102)

Decisions regarding the allocation of Category B staffing and funding resources to support inclusive schooling in the Barrington District are made by the Barrington Special Education Advisory Committee. To support the decision making process of this committee, the Barrington Support Service established a Category B Moderation Committee and process. The roles and responsibilities of the committee are outlined in Appendix VIII.

The moderation committee processes identify student support needs and recommendations are subsequently made to the Special Education Advisory Committee concerning the allocation of funding and staffing to schools to address the needs. Resources are then distributed to individual schools, who are thus empowered to make decisions concerning their use to develop inclusive schooling models which meet the needs of each school. The case studies in the next section will describe in more detail the use of these resources to develop and maintain inclusive schooling models.

### **Professional Development and Parent / Community Education Programs**

From the beginning of the development of an inclusive schooling model in the Barrington District in 1991, it was recognised that its long term success would be in the provision of professional development and parent/community education programs which were integral to the development of the model and which would support the necessary changes in thinking, policy and practice.

From 1991, it has been the role of the Special Services Coordinator in the district to develop processes of consultation with schools, parents, other support agencies and the broader community, to identify and provide comprehensive professional development and parent / community education programs. The goal of the programs has been to develop the knowledge skills and understanding of

key groups in the area of inclusive schooling. A specific professional development program, paralleling the broader district programs has also been provided by the Support Services Coordinator, to address the needs of teaching staff working in inclusive schooling support roles. All these programs have been planned and presented to address identified needs during the last five years. (See Appendix III) Program evaluations have shown significant developments in the thinking, policy planning and pedagogy of school communities in the area of inclusive schooling as a result of these professional development and parent/community education programs.

**Summary : from deficit to inclusive schooling model in special education in Tasmania**

The inclusive schooling model in this Tasmanian education district has begun the movement in thinking, policy and practice, from the construction of that thinking, policy and practice which supported the deficit model of schooling and the modernist, functionalist view of students with disabilities in the 1932 Tasmanian Education Act, to the beginnings of the deconstruction of that thinking, policy and practice, with the 1983 *Integration of Special Children into Ordinary Schools* document, and then to the processes of reconstruction through the pedagogical approaches used in inclusive schooling in the district - exemplified in the case studies. Such reconstruction of pedagogy, as it is influenced by postmodern constructivism, will move a model such as the Barrington District inclusive schooling model beyond the notion of 'including' students with disabilities, which in itself is exclusive of those without disabilities, towards liberatory pedagogy for all students. The key elements of that further reconstruction will be identified in the final section.

## **Chapter Seven**

### **Case studies of four students within an inclusive schooling model**

In this section of the paper the term 'students with disabilities' refers to 'students who have a degree of physical, sensory, intellectual or psychological impairment which causes a serious restriction in the way in which they are able to function at school' (Tasmania, Department of Education and the Arts, 1995, p.15).

#### **Purpose of the case studies**

The purposes of the case studies is to:

- to focus on four students with disabilities and their school communities in the Barrington District,
- to develop an understanding of the nature of the disabilities of these students,
- to describe the deconstruction and reconstruction of existing pedagogical approaches in the school communities, so that they are effective in meeting the needs of these students,
- to identify through an analysis of the case studies, a description of the pedagogical approaches employed in the inclusive schooling environments, which are moving these school communities and thus, this district's inclusive schooling model further towards liberatory pedagogy, as described in the final section.

These purposes are achieved through an action research case study of each of the four students in his/her inclusive learning environment.

In developing the case studies, the case management process was seen to be the most appropriate process through which to manage information gathering and sharing, involve parents, develop goals, plans and programs, monitor student progress, reflect and plan further action. Case management meetings for the team involved with each student, were convened throughout the case studies as appropriate. The composition of the case management team and the number of meetings varied from student to student. Information for the case studies was gathered during the action research, from psychological assessments and reports, speech and language pathology assessments and reports, paediatrician reports, teacher reports and observation notes, teacher journals, action research diaries, student educational plans and progress monitoring documents, case study reports and School Plan Inclusion Program Evaluation documents.

### **Setting up the case studies**

Setting up the case studies has been directly the work of the writer. Because the research study was to take place in an educational district of the Tasmanian Department of Education, Community and Cultural Development, the following steps were taken by the writer to prepare for the case studies. The researcher believes that it is vital for all participants to know what their rights are in research of any kind and used the 'Ethical criteria for action researchers' (Mc Kernan J., 1996) as a reference point for this.



- a discussion was held with the District Superintendent of the district in which the case studies were to take place, in order to outline the dissertation proposal and to gain approval for the research,
- a letter was written to the Deputy Secretary (Education) of the Department of Education, community and Cultural Development, requesting that a proposal for this dissertation be presented to the Departmental Consultative Research Committee for approval. The approval of this committee was subsequently given. This ethical approval is outlined in the introduction and copies of correspondence relating to this step are included as Appendix IX,
- permission was gained from the principals of schools attended by focus students, to describe the inclusive schooling model and the pedagogical changes which took place,
- parent permission was gained to use information relating to the four students who were to be the focus of the case studies,
- case management teams were fully informed about the action research study and the processes involved.

### **Components of each case study**

The following components made up the case study format for each student:

- a description of the student, a description of the learning environment and a description of the student's previous learning environment and environment outside the current school, as appropriate,

- a summary of the action, reflection, planning cycle,
- a description of the educational plan developed by the team for the student, including intended learning outcomes,
- a summary of the resources involved,
- a description of the pedagogical approaches which were constructed, deconstructed, reconstructed and employed to achieve the intended outcomes and to continue the movement towards liberatory pedagogy,
- an evaluation of each student's progress within the postmodern constructivist pedagogy.

All case studies described in this paper were undertaken during the period of time from February, 1996 to December, 1996, a period of eleven months or one full school year for each student.

### **The action research cycle**

The case study teams began from the position that the effective inclusion of the student would be related to:

- the characteristics of the school / learning environment,
- the characteristics of the student,
- the characteristics of the student's environment outside the school as appropriate.

These three areas for investigation were adopted to encourage the case management team to consider the inclusion process from a broad perspective, rather than focusing primarily on the disability.

The reflection, planning, action cycle, chosen to explore these three areas, is outlined in Figure 4 below

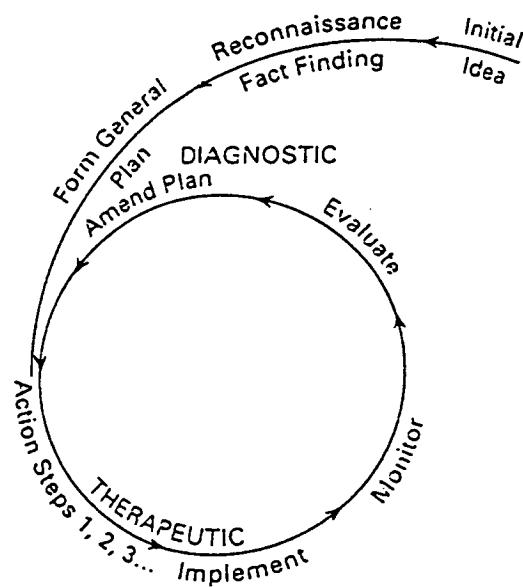


Figure 4 : Action Research Cycle (Burns, 1994, p. 295)

The model shown in Figure 4 was developed by Kurt Lewin, the social psychologist, who challenged the orthodoxy of the role of the social scientist as

a disinterested and 'objective' observer of human interactions. This model was chosen because it clearly identifies the stages of action research for participants. As those involved in these case studies had not been involved in action research previously, this model was an excellent starting point for them to think about the cyclic stages of the action research, before embarking on the sequence.

The first stage of the cycle for participants in these case studies was the identification of the general idea for research. In these case studies the general idea was how effectively the student was 'included' in the school community. The second stage involved fact finding within the three areas identified above, so that a full description could be given of each situation. The third stage involved the formulation of the hypothesis and plan. This took the form of the Student Educational Plan in each case study. The Student Educational Plan became the working document, stating previously agreed upon evaluative criteria in the form of intended outcomes and recording the planning, action and review of the research. The next stage was the implementation of the plan. This action involved not only the implementation of the plan, but also monitoring of student progress, team observation and documentation of the impact of the action in the broader school community and feedback of information to the case management team. The final stage of each cycle was the interpretation and evaluation of the information collected, particularly in relation to the intended outcomes stated in the Student Educational Plans. Case study reports were written at the end of each cycle, each building on and developing previous reports. A full report of each case study, synthesising the cyclic reports for the period of research is outlined below.

### **Case study participants and processes**

The case study participants were four students and the case management team for each student. Case management teams comprised the classroom teacher, the inclusion support teacher, the parents/ carers of the student, the student - in three cases, the support services coordinator and a combination of the following which varied with individual cases - speech and language pathologist, guidance officer, behaviour support officer, Department of Community and Health Services representative, Occupational Therapist, Physiotherapist. In two of the cases the Principal of the school was also a member of the team.

The four students were selected because they are representative of male and female students, from early childhood, primary, secondary and senior secondary sectors and because they are representative of the range of student disabilities described within the definition above. The case management processes employed with these four students are representative of the case management processes which occur for all other students with disabilities, as defined above, in this district.

Permission from parents to involve their children in case studies for this dissertation was obtained through these case management processes.

This action research approach was based on a broad theory of learning difficulties, on the retaining of responsibility by school communities and more specifically, classroom teachers and the principles of responsive action and minimally intrusive intervention. (Coman, Murphy and Turner, 1987) The action research processes in each of these case studies involved all case management team members in the cyclic stages. Collaborative team approaches were taken to exploring the three areas outlined above, to establishing student intended

outcomes, to developing the student educational plan to allocating responsibility for conducting a range of activities involving a range of pedagogical approaches, to monitoring the impact of the activities and pedagogical approaches on the achievement of the intended outcomes and to using the monitoring information as a basis for reflection and planning for further pedagogical reconstruction.

## **The case studies**

### **1. James**

James is a quiet 15 year old student. He is in Grade 9 in 1996, at his local high school. James's local high school has an enrolment of approximately 400. James has attended a regular school since his family moved to Tasmania in 1994 from New South Wales. In New South Wales, he attended a special unit attached to a regular school.

James is well accepted by his peers. However, he chooses not to develop friendships with them, preferring his own company. His parents are very happy with his progress at school and have not considered any alternative schooling option for James. They have some concerns about his choosing to isolate himself at school and at home. He spends the majority of his time at home alone in his room, designing and drawing very detailed imaginary cities and places. His latest project has been a fun park, which has already taken him three months to develop.

James enjoys most activities at school. He becomes anxious when any activities or excursions alter the normal school day routine. On these occasions he needs to have a clear outline of the changes in his mind well before the event, and continually repeat them to himself and others, reassuring himself that he knows what will happen.

For James, reading, writing and spelling processes are developed to about a Grade 4 level and his concentration skills in these areas are good. However his comprehension of material read is limited. He has mastered numeracy skills at basic life skills level. His artistic talents in some specific areas are well developed. He has some difficulties with verbal communication activities. James's difficulties are consistent with the diagnosis of moderate/severe autism, which was made by a specialist in New South Wales and has been confirmed by a paediatrician since the family's move to Tasmania.

### **The case management approach**

The membership of the case management team for James is as follows - his parents, the school inclusion program coordinator, the support services coordinator, the guidance officer, the principal and the teacher assistant who supports James in class. The team undertakes an action, reflection, planning cycle as follows. The team meets once each term, unless there is a specific need for an additional meeting. The Term 1 meeting reviews the Student Educational Plan developed for James at the end of the previous year to ensure that the student intended outcomes are still appropriate to James's level of development and plans specific pedagogical approaches to achieve the intended outcomes. This involves the identification of pedagogical approaches in the school community which are appropriate to James's needs and approaches which need to be deconstructed and reconstructed to achieve the intended

outcomes or the construction of new pedagogical approaches. The meeting assigns specific responsibilities within the team in relation to particular intended outcomes. The Term 2 meeting reflects on pedagogical changes that may have taken place, reviews progress towards the intended outcomes and where appropriate develops new ones. The meeting then identifies where any further pedagogical change is necessary to achieve the new intended outcomes. The Term 3 meeting is held at the beginning of October. At the meeting the team reflects on progress, revises the intended outcomes accordingly and assigns responsibility related to particular intended outcomes. These intended outcomes remain in place until the Term 1 meeting in the next year and are the basis of a submission for funding to provide teacher assistant support for James for the next year. A copy of the first Student Educational Plan for James for 1996 is represented in Figure 5 below

### **Resources**

The package of resources provided to the school to support the pedagogical approaches in James's inclusion is summarised below:

- 12 hours/week of teacher assistant support (allocated from the Central Category A resources),
- in class support from the inclusion program coordinator at the school 0.8 (allocated from the Barrington Category B resources),
- an amount of \$3,000 funding to the school (allocated from Barrington Category B resources),



Student Name: "James"

D.O.B.: June, 1981

## STUDENT EDUCATIONAL PLAN

Grade: Nine

School:.....

Date: October, 1996

INTENDED OUTCOMES	LEARNING OPPORTUNITIES	ASSESSMENT	RESOURCES
<p><u>Personal</u></p> <ul style="list-style-type: none"> <li>To continue to develop a willingness and capacity to socialize with peers and adults, in a variety of social situations.</li> <li>To develop personal strategies for management of own behaviours and anxieties.</li> </ul> <p><u>Linguistic</u></p> <ul style="list-style-type: none"> <li>To continue to develop life skills literacy skills, particularly in the area of comprehension of material and instructions read.</li> <li>To continue to develop verbal communication skills, particularly in unfamiliar situations.</li> </ul> <p><u>Creative</u></p> <ul style="list-style-type: none"> <li>To further develop artistic skills, particularly in the areas of drawing and painting.</li> </ul>	<p><u>Personal</u></p> <ul style="list-style-type: none"> <li>Social Skills Program.</li> <li>Grade 10 Peer Support Program.</li> <li>James' organisation of processes for planning, participating in and reviewing a variety of social occasions.</li> <li>regular development and review of strategies for management of James' anxieties in social situations.</li> </ul> <p><u>Linguistic</u></p> <ul style="list-style-type: none"> <li>L.A.P. sessions.</li> <li>Project work for integrated studies.</li> <li>Research work for English/literature subject area.</li> <li>Co-operative group activities.</li> <li>Structured discussion groups and sessions.</li> </ul> <p><u>Creative</u></p> <ul style="list-style-type: none"> <li>Mainstream art classes and activities.</li> <li>Displaying works in school art exhibitions.</li> <li>Further development of architectural skills.</li> </ul>	<p><u>Personal</u></p> <ul style="list-style-type: none"> <li>James has gained more confidence and developed strategies to support him in planning and participating in a variety of social situations.</li> <li>He has developed friendships with peers to a much greater extent in 1996.</li> <li>He spends much less time at home in his room alone.</li> </ul> <p><u>Linguistic</u></p> <ul style="list-style-type: none"> <li>Progress is slower in this area, but James has completed a number of project and discussion activities successfully in terms 1 &amp; 11.</li> </ul> <p><u>Creative</u></p> <ul style="list-style-type: none"> <li>James interest motivation and skill continue to develop.</li> </ul>	<p><u>Central Resources</u></p> <ul style="list-style-type: none"> <li>12 hrs/wk of Teacher Assistant Support which is delivered in the classroom setting.</li> </ul> <p><u>District Support</u></p> <ul style="list-style-type: none"> <li>In class support from the inclusion support teacher, approximately 6 hrs/wk.</li> <li>\$300 funding to purchase materials to support James' individual program.</li> <li>Program development support from Speech and Language Pathologist.</li> <li>Guidance Officer support in the development of self-management strategies and self-confidence.</li> </ul>

Figure 5

- 0.6 teacher time (allocated from the school resource package to support team teaching in the integrated studies program).

All supports are provided to James within the classroom environment.

The school also provides staffing and funding resources to support pedagogical approaches to inclusion, through team teaching arrangements, additional teacher assistant time and a commitment to the ongoing professional development of staff to support pedagogical change.

### **Outcomes for James**

The major outcome for James during this year has been the **gradual development of a capacity and willingness to socialize with peers and adults**. Through the action research case management approach, the Social Skills Development Program and the Grade 10 Peer Support Program, appropriate opportunities were planned, implemented and monitored by James, his family and his support team to involve him in social situations. Armed with strategies and social stories developed during the social skills program, he began with a trip to the cinema with his family and then, feeling confident that his strategies and social stories helped him to be in control of the situations, he progressed to attending small group outings with peer supporters and attending the Grade 9 school camp for the majority of its duration. Through the development of appropriate self management strategies for James, through reviewing each situation and planning new strategies to address difficulties, James feels less anxious about social interactions. He now spends less time in his room at home and seeks instead the company of not only family members but also of selected friends. During lunchtimes at school, he is frequently in the company of a group of Grade 9 girls who are very accepting

of him. He has also recently begun to show an interest in and to attend school football games. James needs to be involved in the planning of any social occasions involving him, well in advance, in order to develop, understand and rehearse the strategies that he will use. **However he has moved from a position of refusing to be involved in social situations, to being actively involved in the whole process, from planning to participating in the event.**

### **Outcomes for the school community**

The pedagogical approaches developed within the school community to support James are also in place for a large number of other students and are summarised below:

- **school plan priority programs such as the integrated studies curriculum in Grades 7 and 8 reflect a commitment to the development of pedagogical approaches which consolidate inclusive curriculum, improve access and participation for all students and begin to move towards liberatory pedagogy.** The integrated studies program uses a constructivist approach where teams of teachers build on existing knowledge and skills as they plan, implement and review programs collaboratively and document both student learning and teacher professional development outcomes of these programs. Through this reflective practice teams are able to make new meaning from the experiences and outcomes, which then provide the basis for future planning, implementation and review,
- **the school provides a fully inclusive program through the integrated studies curriculum and students are no longer withdrawn for specific subjects or support programs.** Resource support, (see above), particularly team teaching approaches, facilitate the development of inclusive classroom

environments where James and other students are able to participate in mainstream schooling experiences,

- **case management teams use exemplary action research processes to involve all stakeholders in pedagogical approaches which move towards equity and excellence in schooling.** This forum provided opportunities for teachers, parents, district support personnel, and James to engage in discussion and planning of intended outcomes, implementation of programs, collaborative problem solving, decision making and review and documentation of outcomes on a regular basis. This cyclic process ensured that both student and school community needs were continually identified and addressed,
- **the peer support program has been developed to train Gr 10 students to provide peer support and teacher assistant support at the same time for inclusive learning environments.** The Grade 10 students undertake Tasmanian Certificate of Education unit in Developmental Disabilities. This includes a practical component where students are able to develop teacher assistant skills which they use in a peer tutor situation to support inclusive classrooms. These Grade 10 students, as leaders, are also able to support the development of positive attitudes in the school community towards people with disabilities,
- **the school community participates in ongoing professional development, social discourse and parent/ community education through which there is a preparedness to develop ways of thinking that are postmodern.** By using existing practice as a basis for review and development of new pedagogical approaches, such as the ones described above, the school community has begun to move towards postmodern liberatory

**pedagogy.** As a focus of this professional development and parent/community education, a reading group has been developed at the school. Representatives of school staff, parent and broader communities share readings and professional journal articles which focus on inclusive schooling in its broadest sense. The reading group engages in reflective discourse and makes recommendations to the school planning committees regarding changes which would facilitate more inclusive schooling.

## **2. Samantha**

Samantha is a friendly 7 year old student who enjoys school. She attended her local primary school as a Prep student during 1995 and in 1996 she is in Grade 1. Before 1995, she attended the Barrington District Early Special Education Centre. Samantha is well accepted in the school community. Her parents are very supportive of inclusive schooling and they believe that the local primary school is Samantha's best schooling option. Samantha's local school has an enrolment of approximately 340 students. Her parents are happy with the way she is progressing at school and have few concerns about Samantha being isolated or teased by other students. In fact the opposite has been the case. Until discouraged, older students at the school tended to pay excess attention to Samantha, looking after her at every break time. This made it difficult for Samantha to achieve normal playground interaction and develop friendships with students her own age.

Samantha enjoys all school activities and participates with enthusiasm. Her literacy skills are progressing slowly. She is currently learning alphabetical letters and sounds. She can write her own name independently and can spell a small bank of words, which, with assistance, she can use to write simple

sentences. She finds numeracy activities very difficult. She has 1:1 correspondence with numbers to 8 and can do simple addition activities with these numbers using counting aids. Samantha's main difficulties are in the communication area. She has the speech and language problems commonly associated with Down Syndrome. Severe articulation problems mean that she must use sign language to supplement verbal communication. She receives regular support from district speech and language pathology services. Samantha's concentration span for tasks which challenge her, is limited to about 60 seconds. She also has other physical disabilities associated with Down Syndrome, including fine and gross motor skills difficulties, heart and eyesight problems and she tires easily.

### **The case management approach**

The membership of the case management team for Samantha is as follows - her parents, classroom teacher, the inclusion support teacher at the school, the support services coordinator, the guidance officer, the speech and language pathologist, the teacher assistant who supports Samantha in the classroom, the senior teacher associated with the early childhood area at the school. This team undertakes an action research approach to the construction, deconstruction and reconstruction of pedagogical approaches to support Samantha's inclusion. The team meets twice in Term 1 and once in each other term, unless there is a need for an additional meeting. The first Term 1 meeting reviews the intended student outcomes developed at the end of the previous year to ensure that they are still appropriate to Samantha's level of development and reflects on the pedagogical approaches necessary to achieve the outcomes. The team then plans to construct new pedagogical approaches or deconstruct and reconstruct existing approaches to support the achievement of intended outcomes. Responsibilities are allocated for this within the team. The second Term 1 meeting reflects on

pedagogical changes that may have taken place, reviews Samantha's progress towards the intended outcomes and where appropriate adjusts them. The team also makes recommendations concerning further pedagogical construction, deconstruction and reconstruction necessary. The Term 2 meeting again reflects on pedagogical change, reviews Samantha's progress towards the intended outcomes, identifies further pedagogical changes necessary and assigns responsibility for this within the team. The Term 3 meeting is held at the beginning of October and has two purposes. Firstly the team reflects on pedagogical change that has occurred and Samantha's progress towards the intended outcomes in relation to the pedagogical approaches. The intended outcomes are revised and they remain in place until the first meeting in the next year. Secondly the team develops a submission for funding to provide teacher assistant support for Samantha for the following year. A copy of the first Student Education Plan for Samantha for 1996 is represented in Figure 6 below.

## **Resources**

The package of resources provided to the school to support the pedagogical approaches in Samantha's inclusion is summarised below:

- 10 hours/week teacher assistant support (allocated from the Central Category A resources),
- speech and language pathology support (allocated from Barrington Category B resources),
- in class support from the inclusion support teacher at the school 0.2 (allocated from Barrington Category B resources),

# BARRINGTON SUPPORT SERVICE

Student Name: "Samantha"

D.O.B.: March 1989

## STUDENT EDUCATIONAL PLAN

Grade: One

School:.....

Date: October 1996

INTENDED OUTCOMES	LEARNING OPPORTUNITIES	ASSESSMENT	RESOURCES
<p><b><u>Kinaesthetic</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop fine and gross motor skills.</li> </ul> <p><b><u>Personal</u></b></p> <ul style="list-style-type: none"> <li>To engage in age appropriate play with peers.</li> <li>To work co-operatively in small group situations.</li> <li>To develop sharing skills with classroom &amp; personal possessions.</li> </ul> <p><b><u>Rational</u></b></p> <ul style="list-style-type: none"> <li>To develop 1:1 correspondence with numbers to 12.</li> <li>To recognize that her actions have consequences.</li> </ul> <p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop verbal skills particularly:               <ul style="list-style-type: none"> <li>- articulation of sounds</li> <li>- receptive language: following two part instructions</li> <li>- expressive language with verbalising 3 &amp; 4 word sentences</li> <li>- signing skills</li> </ul> </li> <li>To continue to develop letter/sound recognition.</li> <li>To develop a bank of sight words.</li> </ul>	<p><b><u>Kinaesthetic</u></b></p> <ul style="list-style-type: none"> <li>Participation in early childhood P.M.P. program.</li> </ul> <p><b><u>Personal</u></b></p> <ul style="list-style-type: none"> <li>Participation in structured play activities in class &amp; informal activities in the playground.</li> <li>Co-operative learning activities in classroom &amp; P.E. situations.</li> <li>Show &amp; Tell sharing sessions.</li> </ul> <p><b><u>Rational</u></b></p> <ul style="list-style-type: none"> <li>Counting games &amp; activities from individual program.</li> <li>Working 1:1 with teacher assistant.</li> </ul> <p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>Speech &amp; Language Pathology sessions.</li> <li>Follow up speech program daily at home &amp; with T.A.</li> <li>Classroom language, signing &amp; reading programs.</li> <li>Prep literacy program.</li> <li>1:1 work with T.A. on individual program.</li> </ul>	<p><b><u>Kinaesthetic</u></b></p> <ul style="list-style-type: none"> <li>Fine &amp; gross motor skills still require a large amount of work.</li> </ul> <p><b><u>Personal</u></b></p> <ul style="list-style-type: none"> <li>Improvement of speech &amp; language skills has improved personal/social interaction with peers &amp; adults greatly.</li> <li>Co-operative skills in small group situations &amp; sharing situations are continuing to improve.</li> </ul> <p><b><u>Rational</u></b></p> <ul style="list-style-type: none"> <li>Has 1:1 correspondence to 10.</li> </ul> <p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>Understanding of two part instructions is now consistent.</li> <li>Samantha is now using mainly 2 &amp; 3 word sentences.</li> <li>Signing vocab is increasing.</li> <li>Samantha now has 15 of 26 letters and sounds.</li> </ul>	<p><b><u>Central Resources</u></b></p> <ul style="list-style-type: none"> <li>10 hrs/wk TA for in class support.</li> </ul> <p><b><u>District Resources</u></b></p> <ul style="list-style-type: none"> <li>Regular Speech &amp; Lang. pathology sessions.</li> <li>In class support from inclusion support teacher - 2 hrs/wk.</li> <li>\$300 for purchasing materials to meet Samantha's needs.</li> </ul> <p><b><u>School Resources</u></b></p> <ul style="list-style-type: none"> <li>P.M.P. program.</li> </ul> <p><b><u>Other</u></b></p> <p>Support from Physiotherapy &amp; Occupational Therapy personnel.</p>



- an amount of \$1,500 funding to the school (allocated from Barrington Support Service resources).

All supports are provided within Samantha's classroom environment.

The school also provides financial and staffing resources to support the pedagogical approaches in team teaching situations, a perceptual motor program and a commitment to professional development which supports pedagogical change.

### **Outcomes for Samantha**

The major outcome for Samantha this year has been **the development of her speech and language and communication skills**. Of course this has **significantly improved the quality and frequency of her interactions with peers and adults**. She has progressed from the use of single word utterances which were difficult to understand, to short two or three word sentences. This improvement has been attributed to activities planned, implemented and reviewed through the action research case management approach, where Samantha's teacher, teacher assistant, speech and language pathologist and occupational therapist and parents have worked together as a team to provide programs and opportunities for Samantha, which specifically target the use of language in classroom, social and cooperative group settings. Her progress can also be attributed to the allocation of resources through the school plan for the school community to participate in professional development focusing on inclusive curriculum and communication development. The school community was able to develop skills in signing and supporting language development, which in turn supported Samantha's progress. The fact that **Samantha spends all her time**

at school in an inclusive setting, means that opportunities for her to participate in all curriculum activities and to interact with a variety of students and adults providing positive language and communication models, are ongoing.

#### **Outcomes for the school community**

- **the school plan reflects a commitment to the development of approaches which move inclusive schooling closer to liberatory pedagogy. As part of this whole school commitment, classroom teachers have developed a model where students are no longer withdrawn for special programs, and have access to all curriculum activities. In this model, support is provided to all students within the classroom learning environment, facilitating their participation and classroom teachers are part of a multidisciplinary inclusion program team which reflects on practice, plans and develops inclusive approaches, K - 6. In this model, rather than isolating Samantha in 1:1 tuition, the resource support is used to include her in a variety of groups of students, who also benefit from the resource. These students are able to support Samantha in the achievement of intended outcomes which relate to communication and peer interaction,**
- **the school has provided programs for all students to learn sign language, avoiding a pedagogy of isolation for those with a deficit. Students regularly communicate with each other using sign language, stories are read using it and activities are planned to encourage students to develop proficiency in signing. It has become a component of the Languages Other Than English curriculum area at the school. At the same time, Samantha is supported and encouraged to use and improve her speech in school and home environments,**

- **all students in the early childhood area participate in a perceptual motor development program which has been developed as a Health and Physical Education curriculum initiative and supersedes a group withdrawal program for students with motor deficits. All students are provided equal access and opportunity through this inclusive initiative, where the development of social and perceptual motor skills is the focus,**
- **case management teams use an exemplary action research process to involve all stakeholders in the development of pedagogical approaches which support the school community in moving closer to liberatory pedagogy. The case management model trialled with Samantha has been adopted as a component of the Supportive School Environment structure at the school to support and manage a number of other students, including those with difficult behaviours,**
- **the school community participates in ongoing professional development, social discourse and parent/ community education through which there is a preparedness to develop ways of thinking that are postmodern. By accepting existing pedagogies as a starting point for the development of pedagogical approaches, such as Supportive School Environment and others described above, the school community has begun to move towards a pedagogy which is inclusive.**

### **3. Kevin**

Kevin is a quiet, polite, 17 year old. He is currently undertaking Year 12 at the district senior secondary college. Before coming to the college, Kevin

attended a private school where he was included in a regular classroom for most of the time and was withdrawn regularly for individual tutor support. Kevin is one of a group of 11 students with significant disabilities who are enrolled at the college for Years 11 - 13. Kevin is well accepted by his peers with whom he has regular contact, as he is included in regular subject classes for four out of five days a week at the college. His parents are very happy with his program at the college and his progress. But they are anxious about his options post year 12/13.

Kevin enjoys all subjects and activities in which he is involved at school. On the fifth day where Kevin has no mainstream classes to attend, he spends the day with the inclusion support teachers and the other 10 students who also have no mainstream classes on that day. During this time the students and teachers develop transition plans and participate in transition activities. Kevin is one of three students with disabilities at the college currently participating in a statewide transition pilot project. In conjunction with the students, the inclusion support teachers have constructed a transition model for students for years 11 - 13. This model is part of the statewide pilot project.

Kevin's literacy and numeracy skills are developed to approximately Grade 5 level. He has some difficulties with comprehension skills and is quite slow at completing tasks due to the rituals and routines associated with obsessive compulsive disorder, with which he has been diagnosed. Kevin also has a mild intellectual disability. He has some difficulties with verbal communication, particularly in a large group setting where his speech becomes impeded with a stutter.

### **The case management approach**

In Kevin's situation the case management team is also the transition management team. Team membership is as follows - Kevin, his parents, the inclusion support teachers, the support services coordinator, the teacher assistant who works with Kevin and the statewide transition pilot project coordinator. The team also invites subject teachers or community / employment representatives to the meetings as appropriate.

Because of Kevin's involvement in the pilot project, there have been some additional meetings to support information flow. The team met twice in Term 1, once in Term 2 and twice early in Term 3. The first Term 1 meeting reviewed the Student Educational Plan intended outcomes developed for Kevin at the end of 1995, to ensure that they were still appropriate and planned the construction, deconstruction and reconstruction of pedagogical approaches to support the achievement of the intended outcomes. The second Term 1 meeting developed a Transition Plan which incorporated the Educational Plan and added intended outcomes specific to Kevin's transition from school to work / community and constructed pedagogical approaches to prepare him for his work experience. The Term 2 meeting reflected on progress towards intended outcomes, reviewed pedagogical approaches and made changes where appropriate. The first Term 3 meeting concentrated specifically on the intended outcomes related to Kevin's post school options. He was provided, through his work experience placement during 1996, with an employment opportunity as assistant groundsperson at a primary school for 1997. The second Term 3 meeting reflected on Kevin's achievement of intended outcomes, reviewed pedagogical approaches involved and made recommendations for further reconstruction of approaches within the transition model, which would be of

benefit to students in the future. A copy of the Student Educational and Transition Plan is seen in Figure 7 below.

### **Resources**

The package of resources provided to the school to support the pedagogical approaches involved in the inclusion / transition of Kevin and the other 10 students is summarised below:

- in class support and transition planning support from inclusion support teachers 0.6 (allocated from Barrington Category B resources),
- funding support of approximately \$2,700 (allocated from Barrington Category B resources),
- support from the Statewide Transition Pilot Project Coordinator.

The college's commitment to these pedagogical approaches is evidenced in the allocation of 0.8 inclusion support teacher time to support inclusion / transition programs.

### **Outcomes for Kevin**

The major aim for Kevin during the last ten months at school has been to continue the transition process from school to independence, employment and social life beyond school. The particular focus has been on developing personal self management, decision making and social interaction skills within the college setting, but more particularly, within the broader community. The Peer Support Program has facilitated this. **Kevin's confidence and ability to make**

Student Name: "Kevin"

D.O.B.: October, 1978

## STUDENT EDUCATIONAL PLAN

Grade: Thirteen

School:.....

Date: October, 1996

INTENDED OUTCOMES	LEARNING OPPORTUNITIES	ASSESSMENT	RESOURCES
<p><b><u>Personal/Social</u></b></p> <ul style="list-style-type: none"> <li>To develop self-management skills &amp; strategies to support behaviour &amp; interaction in social situations.</li> <li>To develop pre &amp; post college appropriate decision-making strategies to support pre &amp; post college situations.</li> <li>To make a successful transition from college to independent living &amp; employment.</li> </ul> <p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>To develop comprehension skills particularly in reading instructions.</li> <li>To gain confidence in verbal communication with a variety of people in a variety of settings.</li> <li>To lessen stuttering.</li> </ul> <p><b><u>Rational</u></b></p> <ul style="list-style-type: none"> <li>To develop skills in the management of money, particularly relating to budgeting for independent living.</li> </ul>	<p><b><u>Personal/Social</u></b></p> <ul style="list-style-type: none"> <li>1:1 and small group work to develop self behaviour management strategies and then practice of those strategies in social situations e.g. restaurants, picture theatres, shopping, public transport etc.</li> <li>Trip to Sydney for Special Olympics in September.</li> <li>Work experience program - preparation and implementation.</li> </ul> <p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>In class activities involving reading and developing sets of instructions for different purposes.</li> <li>Community access program.</li> <li>Work Experience program.</li> </ul> <p><b><u>Rational</u></b></p> <ul style="list-style-type: none"> <li>Planning and budgeting for student trip to Special Olympics in Sydney in September.</li> </ul>	<p><b><u>Personal/Social</u></b></p> <ul style="list-style-type: none"> <li>Kevin has developed a set of strategies which support him in managing his own behaviour in a variety of familiar settings. This needs to be extended to a variety of unfamiliar situations.</li> <li>Kevin has part-time employment for 1997 due to a successful Work Experience program.</li> </ul> <p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>Kevin's comprehension of instructions is improving. He is still very slow at reading and interpreting though.</li> <li>Kevin's stuttering attacks in social situations occur very rarely now.</li> </ul> <p><b><u>Rational</u></b></p> <ul style="list-style-type: none"> <li>Kevin's capabilities in this area are improving. He has developed a set of strategies and uses them consistently.</li> </ul>	<ul style="list-style-type: none"> <li>In class support from two inclusion support teachers - approximately 5 hrs/wk. (District Cat. B Resource).</li> <li>Approximately \$800 with which to purchase materials and/or Teacher Assistant time to support Kevin.</li> <li>Support from the Statewide Transition Pilot Project Co-ordinator.</li> <li>Support from other college staff who support this inclusion program as part of their teaching load.</li> </ul>

Figure 7

**appropriate choices and participate in social situations has been facilitated and encouraged by the group of peer supporters. Kevin's growing confidence and capability in this area has been monitored by the case management team who have planned, implemented and reviewed transition program activities with Kevin this year. Kevin has been an active member of the case management team, being involved in all decision making. He has learned strategies and processes to support his decision making in a variety of areas, including budgeting. Kevin will commence part time employment in 1997, where the personal management, social and decision making skills will enable him to be more independent. Kevin has been able to provide the case management team with feedback about his experiences and learnings during the transition process. Feedback information from Kevin and information from the case management team about the action research approach to transition, has been provided to the inclusion planning group at the college, to assist their planning processes for other students in the transition process in 1997.**

#### **Outcomes for the school community**

- **the College Plan reflects a commitment to the development of pedagogical approaches such as the Equity Program, which move inclusive schooling towards liberatory pedagogy. The Equity Program guides the resourcing of all school plan programs and provides for the allocation of a 0.8 teacher time to support the inclusion and transition of students at the college,**
- **the school has developed an inclusive schooling model where students with disabilities are able to participate in mainstream programs and where additional support is provided for individual transition planning.**



This model uses existing structures and knowledge of the broader community to develop and refine transition processes and to explore employment and leisure options for post school life of students,

- **the case management approach, which incorporates transition plan management and involves Kevin at every stage has moved away from a modernist deficit model where decisions are made for students with disabilities towards a constructivist approach where the student is central to the decision making process. This approach has defined actions and processes which are liberating for Kevin and others within the pedagogy. The case management approach has been used as a model for the statewide transition pilot project as well as for the support of other students with disabilities at the college. Teachers at the college have used the knowledge gained from this model to further develop it as a component of the Vocational and Training Scheme at the college,**
- **a development of the traditional peer support program has involved the training of a number of students to provide peer support to students with disabilities in class time and to ensure their greater social interaction with the broader student population at the college. This exemplifies a constructivist method, building on to knowledge gained from an existing program, to develop actions and processes within a new program which address the needs identified. The students who train as peer supporters undertake accredited Tasmanian Certificate of Education subjects, such as the Developmental Disabilities course. During this course all students participate in volunteer work and work experience placements in environments which support people with disabilities, as well as supporting students with disabilities at the college. Feedback from students involved indicates that this learning experience enabled them to examine, clarify and**

make shifts in their beliefs and values in relation to equity and access for the disabled in the broader community,

- **there is a strong group of teachers at the college who, as their professional development priority, are looking at the college's overall pedagogy in relation to inclusive schooling. Through this professional development they are engaging in school based sessions which critically review traditional college classroom management approaches and encourage a multi layering approach to curriculum content. Using the outcomes of discourse in the sessions as a framework for planning, they make recommendations to school planning bodies which influence the development of more inclusive pedagogies, which provide greater opportunities for access and participation and which better prepare students and their families as they move from school to community.**

#### **4. Kate**

Kate is an eleven year old student in Grade 6 at her local primary school, which has an enrolment of approximately 350 students. She has attended this school since her mother moved to the town when she was in Grade 5. Kate is in a class of 27 students, where she is well accepted by her peers, who are aware that she has some learning and behavioural difficulties. Kate has particular difficulty managing her own behaviour in unstructured environments, both academic and non - academic. However, her classmates have taken on the role of peer behaviour supporters, in those situations. Kate's mother is a single parent and Kate has two younger siblings, one of whom is below school age. Kate's mother is involved in planning and decision making regarding Kate's

education and she is anxious that Kate make a successful transition to high school.

Kate says she enjoys being at school most of the time. Her literacy skills are developed to approximately Grade 2 level. She has difficulties with activities where comprehension skills are required, due to a mild intellectual disability. She is slow at completing tasks because she is easily distracted and is unable to remain on task for longer than a few minutes, if unsupervised, and she tends to wander about the room, disrupting others by talking to them, taking their books and pens or engaging in attention seeking behaviour. She sometimes becomes aggressive when spoken to about this and frequently answers back. These difficulties arise from an Attention Deficit and Hyperactivity Disorder, which was diagnosed two years ago. The symptoms of this disorder have been relieved somewhat with medication (a low dosage of Ritalin). Kate has weekly sessions with the school guidance officer to help her manage her own behaviour.

### **The case management approach**

In Kate's situation, the case management team is also the transition management team, as Kate will be moving to high school in 1997. Without appropriate management, this change may exacerbate Kate's difficulties. Team membership is as follows - Kate's mother, the inclusion support teacher at the school, the support services coordinator, the primary behaviour support coordinator, the guidance officer, the principal, Kate's classroom teacher, the paediatrician who treats Kate, the Grade 7 coordinator and inclusion support teacher from the high school. The team met once in Terms 1 and 2 and twice in Term 3. The Term 1 meeting reflected on and reviewed the intended outcomes developed as part of the Student Educational Plan at the end of 1995 and developed

intended outcomes specific to Kate's transition from primary to high school. These intended outcomes became a Student Transition Plan. After reflection, the team also identified pedagogical approaches at the primary and high schools which would need to be constructed, deconstructed and reconstructed to support Kate's inclusion and transition. Planning and responsibility for action regarding this was addressed. At the Term 2 meeting, the team reflected on Kate's progress towards the intended outcomes and shared information about pedagogical changes that were occurring to support her progress. Further action by team members to bring about pedagogical change was planned. The Principal of the high school also attended the first Term 3 meeting, which concentrated on the intended outcomes related to Kate's transition to high school. These included familiarisation visits and some time to be spent in environments such as science labs and kitchens where safety is an issue. Planning for the achievement of intended outcomes related to this involved the identification of pedagogical approaches at Grade 7 level, which needed to be constructed, deconstructed or reconstructed. An outcome of this was the construction of an approach for the management of students with attention deficits in science, manual arts and home arts learning environments, where safety is an issue. At the second Term 3 meeting the team reflected on and reviewed the transition process as a whole and then more specifically the achievement of 1996 intended outcomes for Kate within the process. The team then identified the successful pedagogical approaches developed and made recommendations concerning pedagogical approaches in the transition process structure for future students. Copies of the Student Education and Transition Plans are seen in Figure 8 below.

Student Name: "Kate"

D.O.B.: January, 1985

## STUDENT EDUCATIONAL PLAN

Grade: Six

School:.....

Date: October, 1996

INTENDED OUTCOMES	LEARNING OPPORTUNITIES	ASSESSMENT	RESOURCES
<p><u>Personal</u></p> <ul style="list-style-type: none"> <li>• Build confidence and self-esteem.</li> <li>• Listen and respond to information and/or instructions</li> <li>• Express personal views and opinions.</li> <li>• Make choices about own learning program.</li> <li>• Identify own and others' emotions and feelings.</li> <li>• Participate effectively in social situations.</li> </ul> <p><u>Linguistic</u></p> <ul style="list-style-type: none"> <li>• Draw, write and talk about experiences.</li> <li>• Ask questions, respond to questions and seek assistance.</li> <li>• Resolve social conflict in an acceptable way.</li> <li>• Use body language appropriately.</li> </ul> <p><u>Rational</u></p> <ul style="list-style-type: none"> <li>• Recognise actions have consequences.</li> <li>• Discuss own work with others.</li> </ul>	<p><u>Personal</u></p> <ul style="list-style-type: none"> <li>• Work independently and in small groups.</li> <li>• Participate in adult directed tasks including daily P.E., Music, art, cooking, writing and drama.</li> <li>• Stop, Think, Do program.</li> <li>• Participate in weekly counselling sessions with school guidance officer.</li> </ul> <p><u>Linguistic</u></p> <ul style="list-style-type: none"> <li>• Draw, write and talk about mathematical tasks, e.g. matching, sorting, comparing and measuring.</li> <li>• Listening to stories read by a partner and taped stories.</li> <li>• Retell stories.</li> <li>• Explain choices.</li> <li>• Follow simple instructions interpreting oral statements and picture cues.</li> <li>• Utilise a daily 'task list' approach.</li> </ul> <p><u>Rational</u></p> <ul style="list-style-type: none"> <li>• Use role-play to assist in developing problem solving strategies.</li> </ul>	<p><u>Personal</u></p> <ul style="list-style-type: none"> <li>• Shows more confidence in a attempting tasks.</li> <li>• More responsible for own behaviour.</li> <li>• Completes individual program willingly.</li> </ul> <p>Needs to develop skills in sharing views and working co-operatively in small group situations.</p> <p><u>Linguistic</u></p> <ul style="list-style-type: none"> <li>• Is developing a basic sight word vocabulary.</li> <li>• Follows two part oral instructions.</li> <li>• Needs to develop skills in reading written instructions.</li> <li>• Needs to use and remember people's names.</li> </ul> <p><u>Rational</u></p> <ul style="list-style-type: none"> <li>• Recognises actions have consequences.</li> <li>• Needs to learn to seek assistance from adults or peers when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• In class support from inclusion support teacher for 3 hrs/wk. (District Cat. B Resource).</li> <li>• Approximately \$300 with which to purchase materials and/or Teacher Assistant time to directly support Kate.</li> <li>• Support from the Senior Staff member at the school who uses release time to support inclusion program.</li> </ul>

Figure 8

## Resources

The package of resources provided to the school to support the inclusion / transition of Kate and a number of other students, is summarised below:

- in class support and transition planning support from inclusion support teacher, 0.4 (allocated from Barrington District Category B resources),
- funding support of approximately \$1,800 (allocated from Barrington District Category B resources),

The school's commitment to these pedagogical approaches is evidenced in the allocation of 0.2 inclusion support teacher time to support inclusion / transition processes

## Outcomes for Kate

A team approach within an inclusive schooling model has been the key to empowering Kate and the team working with her to achieve a major outcome during 1996 in the area of behaviour management. Through the supportive classroom and school environments, which have further developed through the action research model, and the weekly counselling sessions, **Kate has developed strategies which enable her to take more responsibility for her own behaviour at school.** During Terms II and III she has spent no time in time out outside the classroom. **This in turn has enabled her to benefit from and participate in classroom activities to a much greater extent than in Term I** when she spent a considerable amount of time in time out. The development of a more inclusive curriculum at the school has also provided classroom teaching and learning opportunities through which Kate's classroom

teacher is able to cater for and monitor Kate's learning needs. As a result of the counselling sessions and the supportive school environment programs developed at the school through the action research case management approach, **Kate is able to identify and talk about her feelings and discuss ways to manage them appropriately. This means that she now has a strong support base of self management and learning strategies with which to make the transition to high school.**

### **Outcomes for the school community**

The pedagogical approaches used by the school to support Kate and the other students with specific needs at the school are as follows:

- **in its Inclusion Priority Program, the School Plan reflects a commitment to the development of a whole school climate where all pedagogical approaches move towards inclusive practice. The team teaching approaches are an exemplary use of combining district and school resources to develop inclusive teaching and learning,**
- **school resources have also been allocated to the development, implementation and evaluation of a whole school professional development program, which has as its focus, the development of inclusive curriculum. A preparedness to use existing functionalist pedagogies such as ability grouping and labelling as starting points for critical analysis and review, has led to the development of multi disciplinary team approaches, team teaching and behaviour management within cooperative learning structures. Barrington Support Service senior staff worked with the school professional development committee to develop**

this school based professional development program so that it addressed specific school community needs in the area of inclusive schooling,

- **interconnected with the professional development program, was the curriculum review process. The school curriculum was reviewed in relation to its capacity to provide learning environments and experiences, where all students could access and participate in all activities with their own knowledge and meaning constructs and build on to these with new knowledge and meaning. The review process led to the development of a multi layered curriculum structure, where all students are able to access, participate and build at their own level,**
- **a case management model has been developed which, in Kate's case incorporated transition plan management. This flexible case management model has incorporated liaison and network building approaches with the receiving school and other agencies. The model is also used with a number of other students at the school. In Kate's case it developed vital knowledge transfer links with the receiving high school and created the forum for the action research cycle of planning, action and reflection in relation to structures which needed to be in place to facilitate her successful transition to high school,**
- **a core group at the primary school, including Kate's case management team, has developed an enthusiasm to explore pedagogical change in their own practice, which begins to move towards postmodern liberatory pedagogy. It has been the experience of this group that taking risks in reflecting on their own practice through action research and professional development, leads to the development of personal pedagogies which are able to empower and liberate within a school community.**



Most people are afraid of failure but to be a professional also means committing oneself to experimentation - which entails a risk of failure....Yet if curriculum problems are to be solved then there must be freedom to experiment with solutions and a work ethic must be cultivated which suggests that it is professional behaviour to experiment with curriculum practice. (McKernan, J., 1996, p. 230 - 231)

### **The significance of the case studies for this paper**

Analysis is not a separate stage in research work - it begins with the practical deliberation that accompanies the pre-fieldwork stage and continues as one collects information and writes up the research report (McKernan, J., 1996, p. 219)

An identification of the significance of the case studies for this paper has been made by using McKernan's (1996) model of research analysis process which involves four stages. The first stage, *Processing the Evidence* involved reading all the data collected, including case study reports, teacher observation notes, the notes of the researcher and School Plan Inclusion Program Evaluation documents and allowing key outcomes to be identified. Key outcomes emerged in each school community and related to the specific educational culture and paradigm of that community, for example the specific programs, such as peer support, perceptual motor and signing programs which were developed in response to particular student/community needs. Although, when linked with the outcomes identified in the other school communities, some clear similarities emerged. These are summarised as indicators below.

The second stage of analysis involved *Mapping the Data*, by tallying the frequency of occurrence of outcomes. This was achieved by tabulating the

occurrences of outcomes in the school communities, as listed below. This identified the outcomes to be included as indicators in the summary.

<b>Outcome</b>	<b>Frequency of occurrence</b>
Teacher reflective practice	1
Multidisciplinary team case management model	4
Professional development programs	4
Curriculum review	1
Team teaching	1
Improved access and participation for the focus student	4
Inclusive perceptual motor program	1
Peer support program	2
Sign language program	1
School Plan commitment through programs and resources	4
Removal of withdrawal programs	4

Stage three of data analysis involved interpretation of the data, and the suggestion of models in the relationships within the data. The relationships suggested here are in the models of pedagogical deconstruction and reconstruction which occurred in the school communities in response to the challenge of inclusive schooling and which improved access and participation for the focus students. A factor which might be noted in relation to the interpretation of the data outlined, focuses on the infrequency of occurrences of curriculum review as an outcome, when the provision of curricula which are inclusive is fundamental in moving towards postmodern liberatory pedagogy. (Gartner and Lipsky, 1987, Stainback, Stainback and Jackson, 1992, Bradley, 1994, Tasmania. Education Department, 1994, Koop and Minchinton, 1995, Skrtic, 1995)

The identification of pedagogical change through this data analysis, directly supports a response to the research question as it clarifies the choices which school communities have made in relation to existing functionalist pedagogy. The identification and evaluation of this pedagogical change in relation to functionalist pedagogy also supports the validity of the research.

An account can be judged to be internally valid if the author demonstrates that the changes indicated by the analysis of a problem situation constitute an improvement to it. Such an account would therefore need to contain not only an analysis of the problem situation, but an evaluation of the action steps undertaken. (Burns, 1994, p. 301)

There is some significance too in that these case studies are representative of the pedagogical changes taking place in other school settings in this educational district, in response to inclusive schooling.

An account can be judged to be externally valid if the insights it contains can be generalised beyond the situation(s) studied. (Burns, 1994, p. 301)

Stage four of the data analysis involves the presentation of results and the conclusion through a summary of the research findings. Summarizing the pedagogical changes in the four schools from the case studies, produces the following indicators that these school communities are progressing through inclusive schooling towards a postmodern liberatory pedagogy for all students.

- **the School Strategic Plan structure at each of the four schools, identifies a growing commitment in the school community to a deconstruction and reconstruction of pedagogical approaches which move the schools towards liberatory pedagogy. School Plan priority programs such as The Equity Program at the secondary college, the Inclusive Curriculum Development Program, K - 6, at the primary school and the Integrated Studies Curriculum Development Program, 7 - 10, at the high school, indicate a growing awareness that resources must be allocated at classroom level if 'inclusion' is to be successful. Through an increasing focus in these school communities on deconstruction of existing functionalist pedagogy which 'excluded' and the gradual reconstruction of inclusive programs, traditional general education programs and special education/inclusion support programs are beginning to merge. Skrtic (1991), proposed that inclusion supporters must join forces with school restructuring agents and that there must be a merging of general and special education in the merging of the traditional general education curriculum and the special education instructional tracks and programs. With the elimination of divisions between the two, he believed that whole school collaboration in planning and provision could take place,**

Building an inclusive curriculum, that includes students with disabilities is not simple, it requires a whole school approach embedded in the school development plan. This means that all aspects of the school development plan will take account of the diversity of the school population including students with disabilities. Ideally the values underpinning inclusive schooling will emerge, be clarified and then permeate all aspects of the planning process and the resulting school activity. (Koop and Minchinton, 1995, p. 6)

- the critical review of withdrawal and ability grouping practices, to which the organisation of functionalist education systems resorted when student needs fell outside the existing structures, and the emergence, through action research problem solving, of cooperative learning, team teaching and multi disciplinary support team approaches at all four schools, indicate a readiness on the part of program teams responsible for 'inclusion' to explore the reconstruction of school teaching and learning models which support inclusive schooling. (See Appendix X) Skrtic's (1991) reconstruction provides for the adaptable model which needs to continue to be developed in these four communities. In Skrtic's adhocracy model, teachers collaborate among themselves and with their clients to personalise practice. Collaboration and mutual adjustment develop a professional culture based on innovation - a problem solving organisation based on inventing new practices for unfamiliar circumstances - where student diversity is an asset,
- the deconstruction of specialist and professionalised decision making, the top down decision making model, and the reconstruction of case management in the four case studies, provided opportunities for multidisciplinary teams to use action research approaches to problem solve and to make collaborative decisions in a community of interests. This also indicated a move towards group accountability structures as it moved away from a functionalist deficit model, where decisions are

made for the student, as a passive learner, to a post modern constructivist model, where the student is central to and often actively involved in the decision making process. In this model participants began to develop new knowledge and meaning about self determination from the group decision making experience. Skrtic, (1991), strongly advocates that the specialised division between professional practice and professionalised coordination, typical of bureaucratic structures be eliminated, so that the amalgamation of professional efforts in multidisciplinary teams such as case management teams, formed around specific projects, can produce a climate for innovation, group accountability and decision making in a community of interests,

.....the action research process was a way of learning, of acquiring new knowledge and one which was instrumental in the building of 'community' and feelings of 'belongingness', as well as an effective mode of inservice education (McKernan, J., 1996, p.230)

We define responsible inclusion as the development of a school-based education model that is student centred and that bases educational placement and service provision on each student's needs.....The model is accountable first and foremost to the student, not to maintaining the educational programs or beliefs of the faculty in the school. (Vaughn and Schumm, 1995, p.265)

- ongoing professional development, social discourse and parent and community education programs have challenged these school communities to examine existing pedagogies in relation to inclusive schooling and what might follow inclusive schooling. This raised awareness in the four schools about issues of equal access and participation and provided opportunities to develop ways of thinking that are postmodern. By accepting existing pedagogies conditionally and using them as a starting point for the reconstruction of new pedagogical approaches, the school communities have begun to reflect

**about, to discuss, to explore and in the development of specific initiatives, to move towards postmodern liberatory pedagogy. Examples of this 'reflection into practice' approach are seen in the reflective discourse of the high school reading group which provided recommendations for pedagogical change and the secondary college planning group who chose as their professional development priority to examine, reflect on and recommend changes to the college's overall pedagogy in relation to inclusive schooling.**

Contrary to Matthews, (1996), assertion that pedagogy discourse serves only to validate and accomodate disadvantageous teaching strategies and does little more than change the focus of the discourse, the reflective discourse described above, has challenged and shifted not only the pedagogy, but also the discourse itself.

...the notion is that the individuals come together as a collaborative association or network, with the avowed goal of promoting a critical discourse directed to the improvement of curriculum. (McKernan, J., 1996, p. 232)

The pedagogical changes described above;

- **school strategic planning where the priorities reflect a merging of general and special education in the merging of the traditional general education programs and the special education/inclusion support programs,**
- **change in teaching and learning models and the removal of withdrawal practices, through continued action research and reflective practice,**

- **school based case management by multi disciplinary teams in a community of interests, and,**
- **professional development and reflective discourse in school communities, which begin to develop ways of thinking that are postmodern and begin to challenge existing pedagogies to look to the future in a postmodern society -**

are key indicators that a school community is beginning to move beyond a modernist functionalist pedagogy, through the notion of 'including' students with disabilities, which in itself is 'exclusive' of a process for students without disabilities, towards postmodern liberatory pedagogy for all students (Skrtic, 1991, Stainback and Stainback, 1991, Ainscow and Hopkins, 1992, Koop and Minchinton, 1995). The paper will discuss the 'exclusivity' of 'inclusion' further in the next section of this paper, where the question of 'What comes after inclusion?', is explored in relation to the shift in paradigm, the empowerment of school communities and a movement towards liberatory pedagogy. The data analysis which provides the summary of the pedagogical changes in the four schools described above, contributes in two ways to a response to the research question:

- the pedagogical changes identified in the focus schools, indicate that the fundamental issue of curriculum review is still to be tackled in three of the four communities in their movement towards liberatory pedagogy. This poses questions further to the research question about the level of difficulty associated with the development of inclusive curricula, about time constraints in school communities, about the influence of a persistent modernist paradigm, a lack of resources, about the skill of curriculum researchers and reviewers to achieve inclusive curricula, and about a possible lack of



knowledge and understanding in school communities about what is 'inclusive curriculum',

- the pedagogical changes in the four schools, assume importance as key indicators of progress in school communities, in the movement beyond 'inclusion' towards postmodern liberatory pedagogy and therefore in responding to the research question.

The action research projects undertaken in these four school communities were successful then in responding to the research question 'What is one school district's beginning ? : A description and explanation of the movement towards a postmodern liberatory pedagogy in special education', in that the outcomes of the projects indicate the beginnings already made in these schools in the district. But they also identify what beginnings still need to be made in order to continue the movement towards postmodern liberatory pedagogy.

## **Chapter Eight**

### **Conclusion : The shift in paradigm, inclusion and postmodern liberatory pedagogy**

The purpose of this concluding chapter is to finalise the response to the research question - What is one district's beginning ? : A description and explanation of the movement towards a postmodern liberatory pedagogy. The historical journey, the discourse on 'inclusion' and the action research case studies in this paper have explored postmodern liberatory pedagogy and identified some of the key indicators of progress towards it. The discourse in this Chapter pursues the deconstruction of the functionalist, bureaucratic structure of special education and proposes the organisational reconstruction of schools as a whole. The concept of inclusive schooling is challenged as the discourse stretches the boundaries of the current paradigm and uses the outcomes of the action research to identify one district's choices about movement towards postmodern liberatory pedagogy.

Because the world is ambiguous and complex, a physical science or social science profession must have a way of simplifying the complexity. A paradigm or knowledge tradition provides that simplification and interpretation of the world. A paradigm, or a world view provides a shared pattern of beliefs and assumptions about the world. These beliefs and assumptions give us a pattern of knowledge within which to make choices and act. Special education is experiencing a paradigm shift. The old knowledge tradition, the beliefs and assumptions which developed within and perpetuated a functionalist deficit model in special education have been challenged by a new set of beliefs and assumptions and a new knowledge based on a postmodern constructivist

educational philosophy. Educationalists and in particular special educationalists, if indeed they still exist in the future as an identified profession, will act differently because of the paradigm shift. Educationalists currently working with students with disabilities will need to have an understanding of both sets of beliefs and assumptions, of old and new knowledge in order to be able to put the new knowledge in the perspective of the old knowledge and ensure that the new paradigm can continue to emerge from that knowledge and continue to initiate pedagogical change.

Professional autonomy and the objectivist view of professional knowledge, however, mean that, without a paradigm crisis, nothing compels a profession to question its knowledge tradition. As in the physical sciences, a crisis in knowledge is a precondition for growth of knowledge and progress in the professions of education and special education. (Skrtic, 1995, p. 602)

This paper has attempted to put the new knowledge in the perspective of the old so that the knowledge tradition is questioned, so that the paradigm crisis is identified and so that the precondition for growth of knowledge, for continued emergence of the new paradigm and for continuing change in pedagogy is in place. As Corbett, (1994), reflects, further growth of knowledge and change in pedagogy is essential.

Our current terminology and attitudes have changed in that they illustrate a heightened degree of sensitivity and an awareness of the delicacy and controversy of many issues. Yet I fear there is a danger that this element of political correctness in special education language is but surface deep. Underneath, the weight of redundant thinking holds back radical changes in service provision which are required if client-led needs are to determine practice. (Corbett, 1994, p. 19)

The 1990's will see the continuing emergence/shift in paradigm as school organisation is restructured. Within this, there will be significant changes in

special education. The bureaucracy of special education and its complex and disempowering categorisation and funding systems may disappear, as the needs of all students become the focus of a system where eligibility criteria and labels become an unnecessary encumbrance in addressing the needs of all students. The deconstruction of old beliefs, assumptions and knowledge traditions and the reconstruction of new ones is the key to the continuing paradigm shift and pedagogical change. And what is the future of current inclusive schooling practices and discourses in the change of pedagogy?

Skrtic, (1995), contributed to the analysis of pedagogical change through deconstruction and reconstruction processes, in great detail in his recent writings. It will be useful to the discussion in this paper to examine Skrtic's deconstruction and reconstruction processes and their outcomes as they summarize and clarify the questions regarding the directions which the paradigm shift sets for the movement of pedagogy. He uses a Foucaultian analysis of disciplinary power to deconstruct the practices and discourses of special education. He describes and deconstructs special education's extreme functionalist outlook and the four assumptions that shape its professional models, practices and tools. These assumptions are:

1. Disability is a pathological condition that students have.
2. Differential diagnosis is an objective and useful practice.
3. Special education is a rationally conceived and coordinated system of services that benefits diagnosed students.
4. Progress in special education is a rational-technical process of incremental improvements in existing diagnostic and instructional practices. (Skrtic, 1995, p. 620)

He achieves the deconstruction of special education knowledge and tradition by:

- deconstructing the traditional objectivist view of the professions and professional knowledge,
- considering the empirical arguments put forward in inclusion debate in terms of their implications for the legitimacy of the assumptions and theories on which special education is based, and,
- focusing on the inconsistencies, contradictions and silences which he believes are contained in special education knowledge tradition.

Gerber, (1994), is typical of those who find it difficult to move beyond these inconsistencies, contradictions and silences in special education knowledge tradition in order to approach postmodern constructivist pedagogy. He is critical of Skrtic's 'deep, systematic, philosophical probing of fundamental beliefs and assumptions about special education' (Gerber, 1994, p. 369), as neither easily grasped nor applied, because he is addressing the issues from 'foreign' intellectual territory, which requires one to 'travel some intellectual distance from home.'

Constructivism, not as a hypothetical model of cognition, but as a new idealism in education, seems rooted in a system of beliefs about a higher reality of which the material world of our senses is forever but a false and pale reflection. (Gerber, 1994, p. 377)

However Skrtic's defence lies in the fact that the value and purpose of this deconstruction of the traditional objectivist view of professional knowledge is in its creation of a crisis and an opportunity - a crisis in questioning special education knowledge tradition and an opportunity, in that a crisis in knowledge

creates a precondition for growth or reconstruction of knowledge and progress - progress which Gerber would resist.

Furthering the deconstruction process Skrtic reframes special education and disability in terms of school organisation. He draws perspectives on school organisation and change from four modern paradigms (See Figure 9 below) and uses them to construct an ideal characterization of school organisation and change.

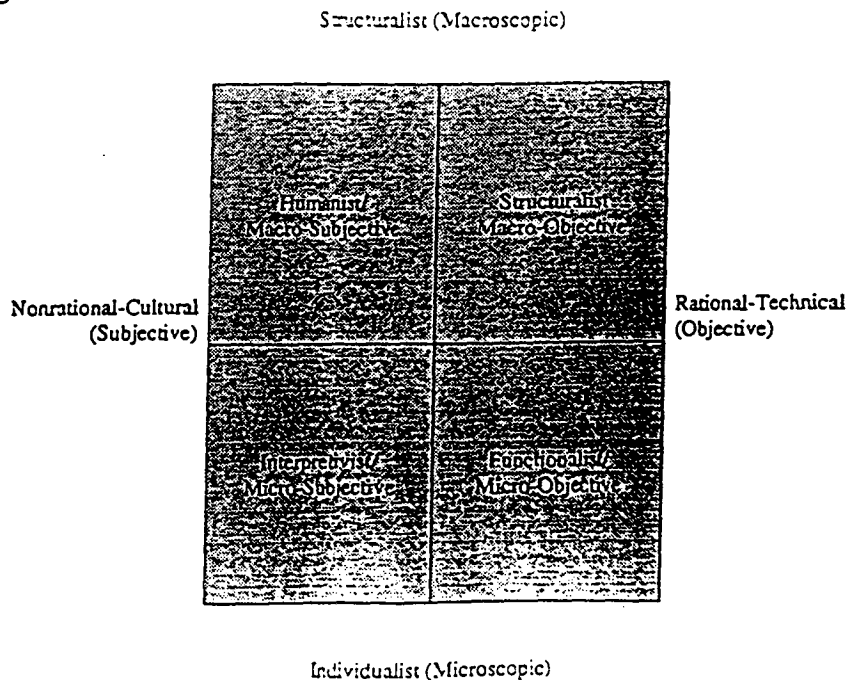


Figure 9 : Four paradigms of modern organization theory. (Skrtic, 1995, p. 741)

Using this characterization, he extends the deconstruction process to the institutional practice of special education and the institution of public education and their structural implications for the achievement of educational equity and excellence.

Reconstruction, Skrtic believes, always involves making pragmatic choices among alternative theories and practices. He recommends critical pragmatism as a method for 'evaluating and reappraising professional practices and discourses

by critically evaluating the assumptions, theories and metatheories in which they are grounded... the goal is education, or self formation; it is a pedagogical process of remaking ourselves as we redefine our practices and discourses in alternative theoretical and metatheoretical languages.' (Skrtic, 1995, p. 603)

Skrtic, thus modelling postmodern constructivism in his process, proceeds to redefine the practices and discourses in his reconstruction by proposing an alternative organizational structure for schooling, one that 'not only eliminates the need for a separate system of special education but also makes possible the kind of educational excellence necessary for the emerging economic contingencies of the 21st century.' (Skrtic, 1995, p. 662)

The practices and discourses of inclusion are redefined by Skrtic in his alternative organizational structure. He uses the concept of the 'adhocracy' to describe his alternative structure and to identify the anomalies in the inclusion debate. Inclusion, he believes, is a bureaucratic debate, premised on standardisation. With the inevitability of human diversity, a professional bureaucracy of inclusion can do nothing else but create students that do not fit in. He points out that school organizations must go further than inclusion. In this he supports the purpose of this paper to look beyond inclusion to postmodern liberatory pedagogy. He uses the 'adhocracy' concept to take 'inclusion' further, Adhocracies are premised on the principle of innovation, rather than standardisation and they are problem solving organisations. An adhocracy is an organisational form that develops around an area of work that is uncertain and ambiguous and the knowledge and skills for doing the work are unknown. The difference between an adhocracy and a bureaucracy is that faced with a problem such as inclusion, the adhocracy engages in creative effort to find a solution while the professional bureaucracy fits it into a known contingency, a standard practice.

The problem with inclusion, Skrtic believes, is that it reproduces the structural and cultural contradictions of mainstreaming, because even though inclusion proponents reject the theory of human pathology, they retain the theory of organisational rationality. Even though inclusion requires an adhocratic structure in schools, it reproduces traditional two-structure bureaucratic structure. In the current structure, inclusion requires collaborative problem solving between classroom teacher and support service staff. However, this creates a specialised division of professional practice and professionalised coordination. While work is divided and coordinated from outside by support services, classroom teachers do not have to collaborate. This could begin to explain why, although the four school communities who participated in the research for this paper would believe that they are 'including' the four focus students, only one of those school communities has begun to review the curriculum in any comprehensive way. Perhaps a reliance in these school communities on outside coordination from support services has made them reluctant to undertake such a task on their own. In their writings, Pumfrey and Miller, (1989) and Corbett, (1994), indicated similar thinking. They suggested that professionalised coordination is divisive and counterproductive - 'for as long as we have SEN, (Special Education Needs), departments, SEN advisers, SEN lobbies and industries and separate resource allocation, this area would be someone else's responsibility' (Corbett, 1994, p. 17). This paper suggests, then, that the division of professional practice and the outside coordination of support services, disempowers individual teachers and their school communities and develops bureaucratic structures about inclusion.

...by retaining the notion of a classroom and placing the support services staff above it, they actually extend the rationalization and formalization of the machine bureaucracy and thus undermine the ideals of problem solving and personalized instruction. This is so because placing a support staff above the classroom teacher implies



that the theory of teaching is at the support level, whereas the mere practice of teaching takes place in the classroom, which maintains the misplaced practice of separating theory from practice. (Skrtic, 1995, p. 769)

This also supports the notion of supervision by the theorists and threatens the professionalism of the classroom teacher. Classroom teachers in this situation resist support services and their agency of pedagogical change.

In order to move forward, to reconstruct, to avoid these anomalies, to continue to shift the paradigm, Skrtic proposes that inclusion supporters join forces with school restructuring agents and that reconstruction of special education beyond inclusion, converge with the organisational reconstruction of schools as a whole. He suggests that the bureaucratic approach to school administration and change be eliminated and that there be a merging of general and special education in the merging of the traditional general education curriculum and the special education instructional tracks and programs. This would mean that the specialised division between professional practice and professionalised coordination, typical of bureaucratic structures, would be eliminated and that collaboration could take place. Skrtic's reconstruction provides an adaptable system in which teachers collaborate among themselves and with their clients to personalise practice. Collaboration and mutual adjustment reconstruct an adhocratic school organisation and a corresponding adhocratic professional culture, where there is no specialised division. Skrtic's adhocracy is based on innovation. It is a problem solving organisation based on inventing new practices for unfamiliar circumstances. Student diversity is an asset in an adhocracy, because it is a valuable source of innovation. The problem with inclusion Skrtic concludes, is that it retains the notion of a classroom and therefore the specialised division of labour, a professionalised coordination and loosely coupled form of interdependence, and therefore retains

the professional bureaucracy. By retaining the professional bureaucracy structure, theory and practice are united in the individual specialist, rather than in a multidisciplinary team of professionals. The postmodernist constructivist perspective is the building of new knowledge and skills which requires the combination of different bodies of existing knowledge and skills. This requires the amalgamation of professional efforts in multidisciplinary teams, formed around a specific project. The building of new knowledge and skills within multidisciplinary teams produces a climate for reflective discourse and innovation. Accountability is also an outcome of the team approach because team decision making is based on a community of interests.

Skrtic's theoretical structure is transformed into reality in the portrait of a Baltimore County high school's schooling model, where there is 'no way of distinguishing the school's 80 special needs students from the more than 1,200 regular education students. All who enter have special needs, whether they are deemed gifted and talented or are identified as having a severe discrepancy between their intellectual ability and their achievement in mathematics' (Hardin and McNelis, 1996, p. 41). Skrtic's recommended multidisciplinary team structure is fully operational in this school in the form of an inclusion team where 'Teachers and administrators work collaboratively with the resource personnel to ensure that they address various learning styles or modify curriculum materials as needed' (Hardin and McNelis, 1996, p. 41).

Finally, and not unsupported in his assertion, Skrtic holds that the system of education in a postmodern world must prepare young people to take responsibility for learning, to collaborate, to innovate, using each other's skills and insights - as their teachers model these actions within the pedagogy. Skrtic believes that pedagogy based on deficit model of schooling such as ability grouping and tracking have no place in a postmodern education system because

they reduce collaboration, reduce the capacity to learn from one another, work against social responsibility, work against the development of negotiation skills in a community of learners.

The research in this paper supports Skrtic's (1991) assertion about pedagogy based on a deficit model, as it identifies a movement away from this in one school district. The four school communities involved in the research have eliminated ability groupings and withdrawal practices, developing instead inclusive programs and in one school community, multi layered inclusive curriculum initiatives. It is indicated by the research projects, that each school community has worked towards building team structures such as multi disciplinary case management teams, school plan program teams and team teaching partners, which increase collaboration, increase the capacity to learn from one another, work towards social responsibility, negotiation, group problem solving and accountability in a community of learners. It is not indicated by the research projects that three of the four school communities are undertaking fundamental curriculum review processes as part of a movement towards a postmodern liberatory pedagogy. To pursue with a range of school communities, the paradigms and processes encouraging or preventing curriculum review in the movement towards inclusive schooling and beyond, towards a postmodern liberatory pedagogy, might be the subject of further research problems.

Research should only count if it qualifies as research in education, as indicated by the extent to which it improves practice. The most immediate way in which research can improve practice is teacher curriculum action research. In closing, a simple point should be made - teachers must be involved in curriculum inquiry for real improvements in curriculum. (McKernan, J., 1996, p. 241)

In the context of this paper, the very things which Skrtic identifies as consistent with the development of an adhocracy, are also consistent with the continuing movement towards postmodern liberatory pedagogy. Liberatory pedagogy aims to achieve social responsibility, awareness of interdependence and appreciation of uncertainty through collaborative problem solving and reflective discourse in a community of learners.

Skrtic's message clearly reads that special educators must continue to deconstruct and reconstruct their professional knowledge tradition, engage in collaborative problem solving through reflective discourse within a community of interests and thus collaborate in the shift in paradigm, in the reform of pedagogy and thus in the reform of public education. In answer to the question raised in this paper regarding how can inclusive education move further towards postmodern liberatory pedagogy, Skrtic hands us the adhocracy. Achieving adhocracy will require;

merging theory and practice in conjunction with eliminating specialization and professionalization. This will require eliminating the traditional classroom, which, from a structural perspective, is the only way to introduce collaboration, mutual adjustment, and discursive coupling, the structural contingencies of the adhocratic configuration. ( Skrtic, 1995, p. 775)

In the light of this there can be no underestimating the task of those collaborating in the paradigm shift, in teaching for change and in the continuing move towards postmodern liberatory pedagogy. The consequences of becoming complacent about the current paradigm are clear. (Cook and Slee, 1995) As Bartolome, (1994), argues, the focus of the current paradigm, on finding the right 'methods' to improve the academic achievement of students who have historically been oppressed, hides the reproduction in schools of society's deficit view of minority students. Bartolome promotes and describes

instead, a humanizing pedagogy, a postmodern constructivist pedagogy, that uses the reality, history, knowledge and difference of students as an integral part of educational practice, where students are knowers and active participants in their own learning. Bartolome adopts the title of 'an anti-methods' pedagogy for this approach., which rejects intellectualism and challenges teachers to work towards reclaiming endangered dignity and humanity.

There are other documented warnings about becoming complacent about the current paradigm, in descriptions of its oppressiveness for students who are 'included'. Reid and Button, (1995), in their research into the personal experiences of students about being labelled learning disabled, record 'the students unanimously reported feeling isolated, victimized, and betrayed... These students repeatedly reported feeling what is more accurately labeled as oppression, in its political sense' (Reid and Button, 1995, p. 608). It is an ironic lesson to all who design 'inclusive schooling' models to improve educational opportunity and equality for students with disabilities, that a system has been constructed that can disempower the students that are meant to be served.

...inclusion in its current form does not go far enough. So long as we continue with our system of 'rational nonsense' - with rigid, age-related curriculum demands that are insensitive to natural variations in student's prior experience, including narrative traditions; with measurements that rank order people (and implicitly rank value them) along dimensions that are not inherently hierarchical (such as language usage); with a system of education that values only a narrow band of possible talents and intelligences, so that it privileges the children of the middle class while denying the political nature of schooling - we cannot avoid oppression of the students who do not fit the pigeonholes we create for them.

For we do, as a society, create many of these categories of disability. We must not lose sight of the fact that handicapping conditions are socially constructed. (Reid and Button, 1995, p. 612)

In order to continue to move towards a postmodern liberatory pedagogy, the paradigm shift must bring an end to notions of inclusion, inclusive schooling and inclusive curriculum. Of whom is inclusive curriculum inclusive? It is not merely playing with semantics to suggest that in special education, notions of 'inclusion' infer that there has been and still is 'exclusion' and raise questions about who it is that is being included. What of those students who are not the focus of an inclusion program? In postmodern liberatory pedagogy there would be no need for such a notion as 'inclusive schooling' or 'inclusive curriculum'. These would be tautologies. The terms would be 'schooling' and 'curriculum'. There would be no need to differentiate between teachers and inclusion support teachers. Teachers who successfully teach students without disabilities have the skills to teach students with disabilities (Giangreco, 1996, Giangreco et. al. 1995). There would be no need for the disempowering, heirarchical, bureaucratic structure that Skrtic, (1995), described as created by support staff coming into the classroom from the outside or the 'above'. Skrtic has postmodern vision in his assertion that reconstruction of special education beyond inclusion, must converge with the organisational reconstruction of schools as a whole, that the bureaucratic approach to school administration and change must be eliminated, that there must be a merging of general and special education in the merging of the traditional general education curriculum and the special education instructional tracks and programs, that the specialised division between professional practice and professionalised coordination, typical of bureaucratic structures, must be eliminated so that collaboration can take place - 'there should be fewer central staff and more local authority...devolution of power to the grass roots' (Sungaila, 1990, p. 14). In this reconstruction, there would be no support services as a separate outside or 'above' structure. All resources, all supports and all students would be distributed and belong to school communities, who would be thus empowered by the diversity, which Skrtic

emphasises is an asset in an adhocracy, to construct pedagogy that is characterised by problem solving and innovation and which is liberating for all in the school community, rather than pedagogy which is characterised by the notions of 'exclusion' and segregation of those 'others', created through language that uses the term 'inclusion' at every opportunity. The current paradigm must beware of the 'exclusivity of inclusion' if its pedagogy is to continue to change.

The pedagogical changes in the school communities described in the case studies in this paper are one representation of recent attempts in schooling to break the bureaucratic nexus of 'inclusion' in their communities, and to continue the paradigm shift towards a postmodern liberatory pedagogy through:

- curriculum review and the development of multilayered curricula and integrated studies programs which deconstruct a functionalist rationalised and task analysed hierarchy of higher and lower order facts and skills to be taught,
- school plan priority programs which are developed and managed by program teams and which deconstruct a functionalist bureaucratic top down decisionmaking structure of power relations,
- the deconstruction of pedagogy based on systematic technology of behavioural procedures and knowledge acquisition in withdrawal and special education programs and the reconstruction of pedagogy based on multidisciplinary team approaches, team teaching, cooperative learning, problem solving, transition planning and student centred learning, where students make decisions about their own learning and future, about who they will become,

- professional development which deconstructs the functionalist role of the teacher as technician who organises coded knowledge and arranges contingencies for reward and punishment and reconstructs teachers who are able to manage their own self evaluation and improvement through action research, professional reading and reflective discourse,
- collaborative case management which deconstructs functionalist quantitative, psychometrical and standardised methodologies in student evaluation and the reconstruction of naturalistic monitoring and assessment of individual student achievement across personal, linguistic, rational, creative and kinaesthetic capability areas.

In beginning the deconstruction and reconstruction of modernist functionalist pedagogy in these areas and the reconstruction of pedagogy which is postmodern and liberatory, these school communities have responded to the research question in this paper.

The four school communities which participated in the research for this paper have made significant beginnings in:

- **school strategic planning where the priorities reflect a merging of general and special education in the merging of traditional general education and special education/inclusion support programs,**
- **excellence in teaching and learning models through continued action research,**
- **school based case management by multi disciplinary teams in a community of interests, and,**



- **professional development and reflective discourse in school communities, which develop ways of thinking that are postmodern and challenge existing pedagogies to look to the future in a postmodern society.**

These school communities have embarked on a process of educating themselves about concepts of empowerment and change. They have embarked on a process of development of 'ways of thinking' which are 'postmodern', which engage them in critical analysis and social discourse as a challenge to modernism. These school communities are serious about equity and quality in schooling. They are prepared to develop ways of thinking that are postmodern, to accept existing knowledge, values and pedagogy conditionally and to use them as a starting point for discourse, for 'acquisitive discussions, for pedagogical discussions, for deliberative discussions', (McKernan, J., 1996, p. 234), for redefinition and reconstruction of new forms of knowledge and changing values and pedagogy. They are constructing new knowledge and a new paradigm, where the answer for all in those communities to the question 'Who am I?' leads to choices about 'who I can become'. In this, these school communities have begun the movement towards postmodern liberatory pedagogy.

Our framework of thought has to be freed of the encrustations of the past in order to inform and be informed by, this changed reality. 'Inclusion' cannot mean simply folding all children into the status quo of the general classroom, to be fed predigested information. In postmodernism, the educator has to be liberated from that classic, or modernist idea of what knowledge is. Acquiring knowledge is active, not passive. It has to transform. (Rhodes, 1995, p. 462)

Paradigms and pedagogies are neither natural nor neutral. They are social creations and therefore are subject to shifts and changes. Barton, 1994, suggests that 'if we lose the ability to think of wanting other things beside what we are given, then the game is lost forever' (Barton, 1994 p. 21). In

challenging past and present knowledge traditions, in constructing more complex knowledge, meaning and skill, in shifting paradigms, in creating freedom to choose 'who they can become' - in reconstructing postmodern liberatory pedagogy, school communities will clearly understand and demonstrate that the stakes are too high for this game to be lost.

The education of students with disabilities is a complex area of research, raising many contentious issues. I have selected some issues for this paper, which pertain to the inclusion of students with disabilities in regular schools and the implications of a paradigm shift, and of inclusive schooling for continuing pedagogical change. From a study of these in one school district, I have attempted to define the shifts and changes the 'metanoia', which school communities will need to make in order to continue to move beyond 'the inclusion of students with disabilities', towards postmodern liberatory pedagogy.

School communities in this school district are clearly demonstrating the value of the stakes, by constructing new knowledge and meaning, by challenging the current paradigm and by providing a response to the research question - What is one district's beginning?. School communities in this district are making choices about the deconstruction and reconstruction of pedagogy, about who they will become in their movement towards postmodern liberatory pedagogy.

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**Appendix I: A chronology of selected events in special education in Britain,  
1760 - 1981.**

**Selected events in special education**

- 1760      Thomas Braidwood opens the Academy for the Deaf and Dumb in Edinburgh.
- 1791      Rev. Henry Dannett opens the School of Instruction for the Indigent Blind, Liverpool.
- 1792      Thomas Watson (Braidwood's nephew) opens London Asylum for the Blind at Bermondsey, then on the Old Kent Road.
- 1793      Asylum for the Blind opens in Edinburgh and Bristol, with trade training.
- 1799      London School for the Indigent Blind opened by four businessmen to instruct the blind in a trade.
- 1799      Itard, in France, begins work with Victor, the "Wild Boy of Aveyron".
- 1805      Asylum for the Blind opens in Norwich.
- 1809      Braidwood Asylum for the Deaf opens at Margate, Kent. Watson publishes his *Instruction of the Deaf and Dumb*.
- 1825      School for the Deaf opens in Manchester, financed by a banker, Robert Phillips.
- 1825      School for the Deaf opens in Liverpool, financed by a businessman, Edward Conner.
- 1826      West of England Institution for the Deaf and Dumb opens in Exeter.
- 1826      School for the Deaf opened in Doncaster.
- 1833      School for the Blind opened in York.
- 1833      First State intervention in education - 20,000 pound given to the National Society and the British and Foreign Schools Society. None spent on the handicapped.
- 1838      London School for Teaching the Blind to Read opened (for middle and upper-class children).
- 1838      School for Blind and Deaf opened in Newcastle. Separate provision made after ten years of disputes.
- 1839      Manchester School for the Blind opened, funded by an Oldham merchant, Thomas Henshaw.
- 1841      Catholic Blind Asylum opened in Liverpool by Sisters of Charity of St Vincent de Paul.
- 1841      Institute for Blind and Deaf opened in Bath - closed 1896.

- 1842 Asylums for the Deaf and Blind opened in Brighton.
- 1846 The Misses White Open School for Idiots in Bath.
- 1847 Park House Asylum for Idiots opened at Highgate by Dr Andrew Reed, non-conformist minister. 1858 moved to Redhill.
- 1847 Royal Cambrian Institute for the Deaf and Dumb opens in Aberystwyth.
- 1847 School for the Deaf opens in Bristol.
- 1847 General Institute for the Blind opens in Birmingham, funded by William Harold, a merchant.
- 1851 Cripples' Home and Industrial School for Girls opens at Marylebone, London.
- 1859 Eastern Counties Asylum for Idiots opened at Colchester.
- 1864 Jewish School for the Deaf opened in Whitechapel.
- 1864 Western Counties Asylum for Idiots opened at Starcross, Devon.
- 1864 Northern Counties Asylum for Idiots (The Royal Albert) opened at Lancaster.
- 1865 National Industrial Home for Crippled Boys opened in Kensington, London.
- 1867 Metropolitan Poor Act, first state-run Idiot and Imbecile Asylums set up in Surrey and Hertfordshire.
- 1868 Thomas Armitage founded the British and Foreign Association for promoting the Education and Employment of the Blind (later the RNIB).
- 1869 Charity Organisation Society set up.
- 1870 Education Act established the principle of mass elementary education.
- 1870 Midland Counties Asylum opened at Knowle, near Birmingham.
- 1874 First School Board Class for Deaf opened in Bethnal Green.
- 1874 Hampstead Asylum for Idiots - state-run, set up. 1875 moved to Darenth.
- 1885 Royal Commission on the Blind, Deaf and Dumb set up (the Egerton Commission).
- 1886 Idiots Act separated idiots and imbeciles from lunatics.
- 1888 Dr Shuttleworth, Superintendent of the Lancaster Asylum, publishes a paper on

"The Education of Children of Abnormally Weak Mental Capacity", *Journal of Mental Science*, vol. 34. Appeal for "Auxiliary Classes and Schools" for children "not irretrievably deficient".

- 1888 Invalid Children's Aid Association set up.
- 1889 Report of the Royal Commission on Blind, Deaf, Dumb and others.
- 1890 London School Board prepares a scheme for special schools and classes.
- 1892 First Special Class opened in Leicester. Followed by three Schools for Special Instruction in London.
- 1893 Charity Organisation Society publish *The Feeble-minded Child and Adult* - a demand for state special schools.
- 1896 Poor Law School Committee report draws on Dr Warner's Survey of 100.000 children to declare 'from various causes we are ever increasing the accumulation of defective and afflicted children in our schools' - and calls for special schools.
- 1896 National Association for Promoting the Welfare of the Feeble-Minded set up - Dr Tredgold a member.
- 1896 Committee on Defective and Epileptic Children set up by Education Department Chairman. Rev. Sharpe, HM1.
- 1898 Report of Committee on Defective and Epileptic Children - assessment of children for specials schools to be a 'team' decision (medical officer, class teacher, head of special school). Schools to give six hours a week manual training and prepare feeble minded children for employment.
- 1899 Elementary Education (Defective and Epileptic Children) Act. Local authorities urged - not required - to make provision for special instruction.
- 1903 Association of Teachers in Special Schools set up.
- 1904 Establishment of delicate schools for semi-invalid children.
- 1904 Royal Commission on the Care and Control of the feeble-Minded set up. Report recommended that all feeble-minded children should come under a Board of Control, rather than the Board of Education.
- 1907 School Medical Service set up.
- 1907 College of Teachers of Blind set up.
- 1907 In Bristol opening of a class for the partially deaf. In London opening of a class for the partially sighted.



- 1908 Tredgold published first edition of *Mental Deficiency*.
- 1913 12,000 'defective' children in 177 special schools, plus voluntary provision. 175 education authorities had made some state provision.
- 1913 Mental Deficiency Act. Education authorities given the duty of ascertaining which children aged 7-16 were defective.
- 1913 Cyril Burt appointed by London County Council as first psychologist.
- 1914 Elementary Education (Defective and Epileptic Children) Act. Local authorities required to make provision for mentally defective children.
- 1918 Clause in Fisher Education Act lays duty on local authorities to provide education for the physically defective.
- 1920 All special schools to be inspected by the Medical Branch of the Board of Education.
- 1921 National Institute for Blind opened a Sunshine Home at Chorleywood and established Chorleywood Grammar School for Girls.
- 1921 Education Act - enabled local authorities to compel parents of 'certified' children to send them to special schools.
- 1924 Joint Departmental Committee on Mental Deficiency set up (Wood Committee).
- 1926 First Child Guidance Clinic set up.
- 1927 Board of Education circular 1388 advised that 'it did not seem prudent to incur heavy expenditure at the present moment on new schools for feeble-minded children'.
- 1929 Wood Committee recommended that a larger group of 'retarded' children join the educable defective and be educated, without certification, in a 'helpful variant of the ordinary school'.
- 1939 17,000 children in state special schools.
- 1944 Education Act. Local education authorities had a duty to ascertain children suffering from 'a disability of body or mind' and to provide 'special educational treatment' in special schools or elsewhere.
- 1945 Handicapped pupils and health service regulations defined eleven categories of handicap (modified to ten in 1953). HP forms introduced.
- 1946 Ministry of Education pamphlet no. 5, *Special Educational Treatment*, defines the categories of handicap.

- 1955 Underwood Committee on maladjusted children reported.
- 1956 Ministry of Education pamphlet no. 30, *Education of Handicapped Pupils*, reviewed provision over ten years.
- 1965 Department of Education and Science publishes a report on *Special education Today*, Report on Education no. 23.
- 1968 Summerfield report *Psychologists in the Education Services*.
- 1970 The Education (Handicapped Children) Act brought severely subnormal children into education.
- 1970 Race Relations Board investigate Haringey LEA as to the numbers of West Indian children ascertained as ESN-M. Bernard Coard publishes 'How the West Indian Child is made ISN in the British School System'.
- 1972 Vernon Report. Report of the Committee of Enquiry into the Education of the Visually Handicapped.
- 1973 DES Report on Education no. 77, *Special Education - A Fresh Look*.
- 1973 Letter to Chief Education Officers from the DES on the educational arrangements for immigrant children who may need special education.
- 1973 Warnock Committee set up to inquire into the education of handicapped children and young people.
- 1974 Association of Special Education, College of Special Education, Guild of Backward Teachers merge to form the National Council for Special Education. Journal, *Special Education - Forward Trends*.
- 1975 DES issues circular 2/75. This looked at 'The Discovery of Children Requiring Special Education and the Assessment of their Needs'. HP forms were to be superseded by SE forms.
- 1976 Education Act, included Section 10. Suggested laying a duty on LEAs to provide special education in normal schools when it is practicable. This section was never implemented.
- 1978 HMI Survey of behavioural units found that 239 special units for disruptive children had been set up in 69 of the 96 LEAs in England.
- 1978 Warnock Committee reports recommended that statutory categories of handicap be abolished in favour of assessment of 'special educational needs' although descriptive labels may be retained. The ESN category to be merged with remedial children to become children with learning difficulties.
- 1979 180,000 children in state special schools. 15,774 in non-state special education.

- 1980 White Paper, *Special Needs in Education*, recommends the abolition of categories of handicap and the introduction of a 'broad definition of special educational needs'. Introduces the notion of 'recorded' and 'non-recorded' children. No money available to implement any recommendations; legislation proposed for 1981.
- 1981 International year of the disabled. 1981 Education Act. A child has 'special educational needs' if he has a learning difficulty which calls for special educational provision. LEAs must 'make and maintain' a statement to record children with special needs.

**Appendix II : A brief history of special education in Tasmania**

## A BRIEF HISTORY OF SPECIAL EDUCATION IN TASMANIA

The history reflects the shifts in paradigm and changes in pedagogy in special education in the last 170 years. The developments need to be seen in the broader context of changing world views about the rights of people with disabilities. (*See attachment*).

- 1828      The King's Orphan School was established to provide education for orphaned and destitute children.
- 1856      Ragged schools (based on English Ragged Schools) were established for neglected children.
- 1867      State Government legislation was passed to encourage voluntary agencies to establish reformatories and industrial schools. The Kennerly School was the first industrial school established - 'for the prevention of crime and rescuing from sin'.
- 1894      The establishment of the Neglected Children's Department and the passing of the prevention of Cruelty to Children Act. Following this the Government set up other industrial and training schools.
- 1887      The Blind, Deaf and Dumb Institute was established.
- 1905      An amendment to the 1886 Education Act made the education of blind, deaf and mute children between the ages of 7 and 16 compulsory.
- 1919      Schools for mentally retarded students were established - due to work done by the Education Department's Head Psychologist, Mr. H. T. Parker.
- 1924      The Girls' Welfare School was established for manual training.
- 1930's     Hospital Schools were set up during the poliomyelitis epidemic.
- 1930's     H.T. Parker set up classes for gifted children at the Hobart Activities Centre.
- 1940's     Separate schools for each handicap were established:
  - The Sight Saving School at the Elizabeth St. School
  - The Acoustic Class at the New Town State School
- 1950      The Retarded Citizen's Welfare Association (RCWA) and parent pressure saw the establishment of Talire School.
- 1956      Parent and RCWA pressure saw the establishment of St George's School.
- 1958      The Lachlan Public School was established by the RCWA.
- 1958      Hospital Classes were operating at the Wingfield Hospital Annexe.

- 1961 Wingfield School was enlarged and was renamed D'Alton.  
St Giles School (Launceston) developed along the same lines as the Wingfield School.
- 1963 St Martin's and Devonfield Schools were established for the mentally retarded.
- 1968 The Sight Saving School was relocated at Albuera Street and was renamed Bruce Hamilton School.
- 1968 The Education Department provided teachers for Royal Derwent School at the Royal Derwent Hospital.
- 1969 West Park School was established.
- 1971 The Huon School was established.
- 1973 Wentworth and the Channel Schools were established.
- 1973 Devonfield became St Paul's School.
- 1978 The Acoustic Class relocated to Lady Rowallan School for hearing impaired children.
- 1978 Special Schools Principal's Association asked the Director-General of Education for a comprehensive review of Special Education in Tasmania.
- 1979 The Education Department made provision for early special education.
- 1979 Education Department policy was developed for the continuing education of students in special schools until the age of 18 years.
- 1980 Elphin Rise School opened.
- 1983 'A Review of Special Education' in Tasmania was published.
- 1983 Policy in Tasmania was based on the general belief that it is preferable to educate most children together, whether they have special needs or not, and that it is possible to provide suitable special facilities and effective special services for them in the ordinary school environment.  
  
'However, the concept of 'integration' or 'mainstreaming' which is at the heart of this approach carries with it numerous problems in providing support services at the required level'. (Education Department of Tasmania, 1983).
- 1983 'While the policy of the Department is directed towards integrating children with special needs into ordinary schools, in all of the sectors of education, the nature and incidence of many of those needs have required it to provide special schools and also special units in ordinary schools, for the benefit of children who are too

seriously physically and intellectually disabled, or are otherwise unable to profit from ordinary classroom or are prevented from doing so for some other reason'. (Education Department of Tasmania, 1983).

1992 St Paul's School was renamed Mersey Heights School.

1994 The development of 'The Inclusion of Students with disabilities in regular schools' policy.

#### **POLICY STATEMENT**

Placement of students with disabilities in regular schools is the preferred educational option in Tasmania. To the fullest extent possible, students with disabilities should be educated in the company of their age peers while also being provided with curriculum and support that effectively meet their needs.

1995 The establishment of District Support Service structures in the educational districts. Alongside this a number of special schools in the districts have developed District Support School roles and undergone organisational and name changes.

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## GENERAL CONTEXT

Government policy and public opinion have, in recent years, reflected a change in attitudes towards the rights of people with disabilities.

The United Nations has laid stress on ensuring for disabled people their rights to respect, appropriate treatment, education, employment, economic security and protection from exploitation.

The Declaration of the Rights of the Child supports the notion that all children have the right to education, recreation and the protection to enable them to develop physically, mentally, morally, spiritually or socially.

In a number of countries, legislation has provided for the education of students with disabilities in ordinary schools. Programs that promote the interaction of students with disabilities with their non-disabled peers are increasing.

In the United States, the Education for All Handicapped Act (PL 94-142) has ensured that children with disabilities have a right to be educated in the 'least restrictive environment'. This means that more students with disabilities are educated in ordinary schools.

In Britain, the Education Act of 1981 directed local Education Authorities to make provision wherever practicable for students with disabilities in ordinary schools.

Similar practice has been established in New Zealand, Canada, Sweden and Germany.

In Australia several reviews have been commissioned at state and federal levels to examine educational services for students with disabilities.

The Report to the Commonwealth Schools Commission on Integration in Australia (1986) by Gow and Snow provided evidence that since the early 1970's, systems have increasingly supported attempts to educate students with disabilities in ordinary schools. The report stressed the critical need for the development of policy in this area.

In Tasmania the Review of Special Education, 1983, provided recommendations about the provision of special education services in this State.

It recommended amendments to the Education Act so that the Department became responsible for educating all children of compulsory school age. The amendments also allowed for special education services to children under school age and for young people with disabilities over the age of 16 years.

The Review also addressed issues of special educational provision in ordinary schools and pointed out that:



The policy of the Education Department is that, whenever possible, children with special educational needs should be educated in ordinary schools.

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and:

Once a policy is adopted, there is an obligation to ensure that the resources are available to carry it out successfully.

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The Review gave impetus to increasing provisions for students with disabilities in ordinary schools and colleges.

**Appendix III : Professional Development and Parent and Community Education  
Programs : 1992 - 1996**

**PROFESSIONAL DEVELOPMENT AND PARENT AND  
COMMUNITY EDUCATION PROGRAMS, 1992 - 1996.**
**1992**

Ulverstone Cluster Special Education Teachers Meeting. *Planning Cluster-based Professional Development Initiatives*. April 10th.

District Special Education Teachers Meeting. *Developing and Implementing the Barrington District Special Services and Professional Development Model*. May 19th.

District Seminar. *Sharing Ideas for Special Education Programs*. May 20th.

District Special Education Teachers Meeting. *Strategies for Management of Integration Programs in Regular Schools*. July 1st.

Ulverstone Cluster Special Education Teachers Meeting. *Developing Strategies and Resources for an Australian Animals and Birds Theme in an integrated Classroom*. July 3rd.

District Seminar. *Integrated Curriculum for Special Needs Students*. July 22nd.

District Special Education Teachers Meeting. *Evaluating the 1992 Special Services and Professional Development Program*. August 10th.

Sprent Primary School Staff. *Strategies and Resources for Students with Special Needs*. August 13th.

Devonport Primary School Staff. *Managing Students with Difficult Behaviours in Early Childhood Classrooms*. September 30th.

Priority Projects Program. *Arthur and Barrington Cross-Districts Relief Teachers Seminar. Relief Teaching in a Special School or Setting*. October 1st.

Devonport Primary School Staff. *Strategies and Resources for Successful Integration Programs*. October 14th.

District Special Education Teachers Meeting. *Identifying Program Outcomes and Formulating Recommendations for Future Special Education Service Delivery*. November 9th.

Ulverstone Cluster Special Education Teachers Meeting. *Developing Strategies and Resources for a Seasons and Celebrations Theme in an Integrated Classroom*. November 13th.

Mersey Heights School Staff. *Teacher Appraisal*. November 26th.

**1993**

Priority Projects Program. Teacher Aides Seminar. *Roles and Responsibilities of Teacher Aides*. March 8th - 9th.

District Special Education Teachers Meeting. *Implementing the 1993 Barrington District Special Services Program*. March 10th.

Wesley Vale Primary School Staff. *Strategies and Resources for Inclusion Programs in the Early Childhood Area*. March 26th.

Central Coast Cluster Special Education Teachers Meeting. *Planning and Presenting Professional Development Activities*. April 8th.

CATS Course. *Including Students with Special Needs in the Regular School*. April 28th - May 26th.

Barrington District Teacher Aides Seminar. *Roles and Responsibilities of Teacher Aides*. May 7th.

Ulverstone High School Staff Retraining Day. *Including Student with Special Needs in Secondary Classrooms*. May 7th.

Priority Projects Program. *Including Students with Special Needs in Tasmanian Schools*. May 11th.

District Special Education Teachers Meetings. *Ascertainment*. May 19th.

Mersey Heights School Staff. *Planning and Developing a Literacy Program for Mersey Heights School*. May 21st.

District Special Education Teachers Meeting. *Developing the Barrington District Special Education Ascertainment Document*. June 24th.

Central Coast Cluster Special Education Teachers. *Strategies and Resources for a Water Theme in an Integrated Classroom*. June 28th.

Priority Projects Program. Teacher Aides Seminar. *Reading and Spelling Strategies and Activities*. July 5th - 6th.

Mersey Heights School Staff. *Implementing the Mersey Heights Literacy Program*. July 7th.

District Special Education Teachers Meeting. *Monitoring and Assessment of Student Progress*. July 8th.

District Seminar. *Practical Strategies for Improvement of Literacy and Numeracy Outcomes*. July 9th.

Barrington and Arthur Cross-Districts Seminar. *Using Perceptual Motor Programs to Support Achievement of Student Learning Outcomes*. July 14th.

Tasmanian Primary Principals Association Conference. *Moving Towards an Educational Model for Inclusive Schooling*. July 15th.

Guidance Services Meeting. *Implementing the Ascertainment Document*. July 30th.

Devonport Cluster Maths Expo. *Including Students with Special Needs in the Secondary Maths Classroom*. August 2nd.

Barrington District. Volunteer Training Program. *Working with the Disabled in Schools and the Community*. August 6th.

District Special Education Teacher's Meeting. *Indicators of Progress Towards Inclusion in Regular Schools*. August 11th.

North West Parents and Friends Association Seminar. *The Effects of Difficult Student Behaviours on Literacy Learning*. August 24th.

Mersey Heights School Staff. *Practical Strategies and Activities for the Literacy Program*. August 25th.

Mersey Heights School Staff. *Implementing a Teacher Appraisal Program at Mersey Heights School*. September 27th.

Penguin High School Staff. *Including Students with Severe Disabilities in High Schools*. October 11th.

District Special Education Teachers Meeting. *Evaluation of Student Progress, with a Specific Focus on Funded Students. Evaluation of the 1993 Model*. November 8th.

Reece High School Staff. *Implications of Inclusion Programs for Schools in Tasmania*. November 15th.

Devonport High School Staff. *Working with the Inclusion Support Teacher in the High School Setting*. December 6th.

#### 1994

Mersey Heights School Staff. *Monitoring and Assessment of Student Progress; The Mersey Heights Literacy Program; Implementing the New Curriculum*. February 15th.

District Special Education Teachers Meeting. *The Special Services Program 1994*. March 9th.

Northern Districts Special Education Support Staff Workshop. *The Barrington District Special Services Program*. March 31st.

District Special Education Teachers Meeting. *Student Educational Plans*. April 20th.

Devonport Cluster Maths Expo. *Including Students with Special Needs in Primary Maths Programs*. May 2nd.

TASS Meeting. *Inclusion and Equity*. May 9th.

TASRA Conference. *Using the Whole Language Approach with Special Needs Students*, May 14th.

Arthur and Barrington Districts Combined Special Education Workshop. *State and District Priorities in Special Education*. June 23rd.

TATEC Annual State Conference. *Catering for students with specific learning disabilities*. October 5th.

## 1995

District Inclusion Support Teachers Team Meeting. *Case Management*. March 16th.

Arthur and Barrington Districts Combined Seminar. *Inclusive Classrooms*. April 7th.

Teacher Assistant Seminar. *Strategies and activities to support the development of student literacy and numeracy skills*. May 1st.

District Inclusion Support Teachers Team Meeting. *Ascertainment of student disability and need*. May 11th.

Barrington and Arthur Districts Combined Seminar. *Managing students with specific disabilities in regular classrooms: Attention Deficit Disorder and Specific Learning Disabilities*. May 10th.

Literacy Enhancement Officers. *Students with Gifts and Talents*. June 13th.

TECL Teacher Assistant Seminar. *How children learn*. July 4th.

Latrobe High School Staff. *Supportive School Environment Review*. July 4th, 11th, 18th & August 8th.

TECL Teacher Assistant Seminar. *Supporting the reader*. July 11th

TECL Teacher Assistant Seminar. *Supporting the writer*. July 18th.

District Support Service Planning Group. *Developing a District Support Service Charter*. July 20th.

TECL Teacher Assistant Seminar. *Supporting the development of student spelling skills*. July 25th.

District Support Service. *Developing a Social Competencies Curriculum for Category A Students*. July 27th.

Barrington and Arthur Districts Combined Teacher Assistant Seminar. *Social Skills Development*. July 31st.

Reece High School LAP Tutors. *Supporting the reader*. July 31st.

Hillcrest Primary School Staff. *Understanding and Managing Students with ADHD in Regular Schools*.  
August 8th.

District Support Service Planning Group. *Developing a District Support Service Charter and Plan*. August 14th.

Barrington and Arthur Districts Combined Teacher Assistant Seminar. *Managing Difficult Student Behaviours*. October 9th.

## 1996

Latrobe High School Staff. *Team building for effective program delivery*. February 13.

District Inclusion Support Teachers. *Models of Inclusion Support*. March 5.

Barrington Support Service. *Developing and Implementing a Social Competencies Curriculum for Category A Students*. March 20.

Barrington Support Service Teacher Assistant Professional Development Program. *Supporting the learning needs of students with severe disabilities*. April 18.

District Inclusion Support Teachers. *Developing needs specific programs from assessment information*. May 1.

Barrington Support Service Parent and Community Education Program. *Supporting Inclusive Schooling in the Barrington District*. May 6.

Barrington Support Service Professional Development Program. *Celebrating Diversity : Creating Inclusive Classrooms*. May 8.

Barrington Support Service. *Developing and Implementing a Social Competencies Curriculum for Category A Students*. May 13.

Barrington Support Service Teacher Assistant Professional Development Program. *Managing Difficult Student Behaviour*. May 29.

Barrington Support Service. *Developing and Implementing a Social Competencies Curriculum for Category A Students*. May 19.

Barrington Support Service Reading Group. *Establishing Reflective Discourse*. June 20.

District Inclusion Support Teachers. *Reading and Spelling Programs : A Speech and Language Pathology Perspective.* June 27.

Barrington Support Service. *Developing and Implementing a Social Competencies Curriculum for Category A Students.* July 8.

Barrington Support Service Reading Group. *Establishing Reflective Discourse.* July 19.

Barrington Support Service Professional Development Program. *Developing an Inclusive Curriculum.* July 23.

Barrington Support Service/Nixon Street Primary School Parent and Community Education Program. *Managing the Behaviour of Students with Disabilities.* July 26.

Barrington Support Service Parent and Community Education Program. *Managing the Behaviour of Students with Disabilities.* July 31.



**Appendix IV : Student Educational Plan Format**

<b>STUDENT EDUCATION PLANS</b>
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The purpose of the following pro forma -

- Student Educational Plan,

*is to develop an Educational Plan for students supported by the District Support Service in order to maximise their progress and to assess the effectiveness of that funding support.*

- *This Educational Plan is part of the whole ascertainment process and is a requirement for District Support Service funded students.*

*In planning the intended outcomes for, and assessing the progress of each student, it will be necessary to refer to the Consolidate list of intended outcomes taken from the he K-12 guidelines (see attached).*

*Professional Development regarding the purposes and use of this pro forma is offered to District Quota Special Education Teachers who work with classroom teachers and other District Support Service staff as appropriate to complete it.*

**BARRINGTON DISTRICT SUPPORT SERVICE**

**Student Name:** .....

**STUDENT EDUCATIONAL PLAN**

**Teacher Name:**.....

**School:**.....

**Date:**.....

INTENDED OUTCOMES	LEARNING OPPORTUNITIES	ASSESSMENT	RESOURCES

**Appendix V : Indicators of progress towards the inclusion of students with  
special needs in regular classrooms : Key intended outcomes**

# INDICATORS OF PROGRESS TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN REGULAR CLASSROOMS

## Key Student Outcomes

Compiled by the Barrington District Special Education Quota Teachers

March, 1996

## INTRODUCTION

The following key student outcomes across the five capability areas were compiled by the Barrington District Special Education Quota Teachers. They are intended as a guide for teachers working with special needs students in regular classrooms in the development of programs and in the monitoring and assessing of student progress.

The key student outcomes listed were compiled from -

- the Framework for Curriculum Provision K-12
- teachers' programming documentation
- workshop discussion

The document can be used as both a planning tool and an evaluation checklist.

Space has been provided on each page for the addition of indicators which may be used in reference to specific students.

## INDICATORS OF PROGRESS TOWARDS INCLUSION

### KEY STUDENT OUTCOMES IN THE *PERSONAL* CAPABILITY AREA

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*The Student is able to:*

- Use organisational skills appropriately in specific circumstances
- Work co-operatively with another peer or group of peers to achieve a specific outcome
- Understand the roles of the teacher, other students and self in relation to participation in the school community
- Take responsibility for personal hygiene
- Create and present own works in different media
- Use appropriate social language
- Make personal meaning of experience
- Make decisions independently
- Seek assistance when necessary
- Develop social skills through friendships with other peers
- Participate in democratic processes and accept the personal responsibilities involved
- Acknowledge own progress and share successes
- Determine personal goals
- Make appropriate choices about own learning program
- Feel confident and comfortable in the learning/working environment
- Assist positive development of own self-esteem
- Be an accepted part of the school community

- Work independently to begin and complete a task
- Remain on task for a specific time
- Listen
- Respect others and value their possessions
- Achieve intended outcomes developed by teachers and those with whom they work
- Take responsibility for own behaviour in structured and unstructured situations
- Develop positive relationships with others
- Approach life with a positive outlook
- Feel confident and safe in attempting tasks
- Attend school regularly
- Participate in all school activities
- Participate appropriately in community activities
- Express and deal sensitively with human feelings and emotions
- Assess own progress
- Engage in positive self-talk
- Accept the opinions of others
- Make independent decisions in moral issues
- Solve problems independently
- Protect self in a variety situations
- Express personal views and opinions about phenomena and human activity



- Make eye contact when engaged in conversation
- Take responsibility for own property possessions
- Use public conveniences appropriately

## INDICATORS OF PROGRESS TOWARDS INCLUSION KEY STUDENTS OUTCOMES IN THE *LINGUISTIC* CAPABILITY AREA

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*The Student is able to:*

- Follow simple instructions
- Retell orally
- Express feelings in appropriate language
- Interpret body language of others
- Use own body language appropriately
- Sequence events in relation to time
- Use appropriate vocabulary in relation to social setting
- Engage in positive self-talk
- Select and use accepted conventions to convey ideas and present information
- Explain choices, preferences, perceptions and outcomes
- Adjust style and form for different audiences and for different purposes
- Expand and extend their present language skills
- Develop an ability to use the media to enhance their language learning

## INDICATORS AND PROGRESS TOWARDS INCLUSION KEY STUDENT OUTCOMES IN THE *RATIONAL* CAPABILITY AREA

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*The Student is able to:*

- Understand cause and effect
- Appraise critically the functional and aesthetic nature of own and others' work
- Design craft and evaluate products, projects and performances
- Identify needs, issues and problems and guide investigations and outcomes
- Carry out investigations and explore possibilities for action
- Deal with different perceptions of experience, moral dilemmas and conflicting values
- Develop competence in sequencing events in relation to time/organisational skills
- Develop competence in working through design processes to solve problems
- Use inventive approaches to problem solving
- Clarify feelings eg pain/sadness related to experiencing dilemmas
- Organise a functional work space

## INDICATORS AND PROGRESS TOWARDS INCLUSION

### KEY STUDENT OUTCOMES IN THE *CREATIVE* CAPABILITY AREA

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*The Student is able to:*

- Experiment freely with visual art materials
- Produce a specified product
- Actively participate in role-play
- Speculate (creative prediction)
- Devise ways to solve problems and deal with challenges
- Explore personal experiences and ideas through creative arts
- Express ideas/feelings through body movement, voice and other artistic media eg (painting, musical, instruments, clay)
- Select appropriate materials to express personal experiences and ideas through creative arts
- Use a variety of media to explore personal experiences and ideas through creative and performing arts
- Participate in imaginative play with peers
- Offer appropriate ideas in group situations
- Continue to develop creative talents and skills
- Be confident in sharing with and performing for others within creative and performing arts areas
- Be responsible for planning and participating, completing and reviewing own projects
- Participate in co-operative work group in creative and performing arts areas

- Develop positive self-image through creative activities
- Access community creative and performing arts programs and resources
- Develop an appreciation for language relating to creative performances
- Develop creative life skills and engage in creative use of resources

**INDICATORS AND PROGRESS TOWARDS INCLUSION**  
**KEY STUDENT OUTCOMES IN THE *KINAESTHETIC* CAPABILITY AREA**

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*The Student is able to:*

- Co-ordinate body movements
- Develop awareness of own and others' personal space
- Use equipment efficiently eg scissors, keyboards, turn pages of a book
- Predict distance, speed, size, shape correctly
- Play games according to rules
- Use equipment appropriately eg MDT and electrical equipment
- Interpret and use body language appropriately in group situations
- Balance in given situations ie. physical skills, posture and weight transference
- Throw and catch a range of ball sizes appropriately
- Develop and maintain hand/eye co-ordination eg bat and ball games

## **INDICATORS AND PROGRESS TOWARDS INCLUSION KEY STUDENT OUTCOMES OF A SUCCESSFUL PROGRAM**

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- Students with special needs are accepted as part of the expected range of abilities in a class
- Students have equal access and opportunity to succeed in all activities
- Students are experiencing success and independence
- Students are developing self-awareness about problems and how to deal with them
- Student self-esteem is increasing
- There is a corresponding decrease in student's challenging behaviours
- Students can develop friendships through support and encouragement for peer interactions

**Appendix VI : Barrington Support Service Transition Education Support Model  
and Student Transition Support Plan Format**



## STUDENT TRANSITION SUPPORT MODEL

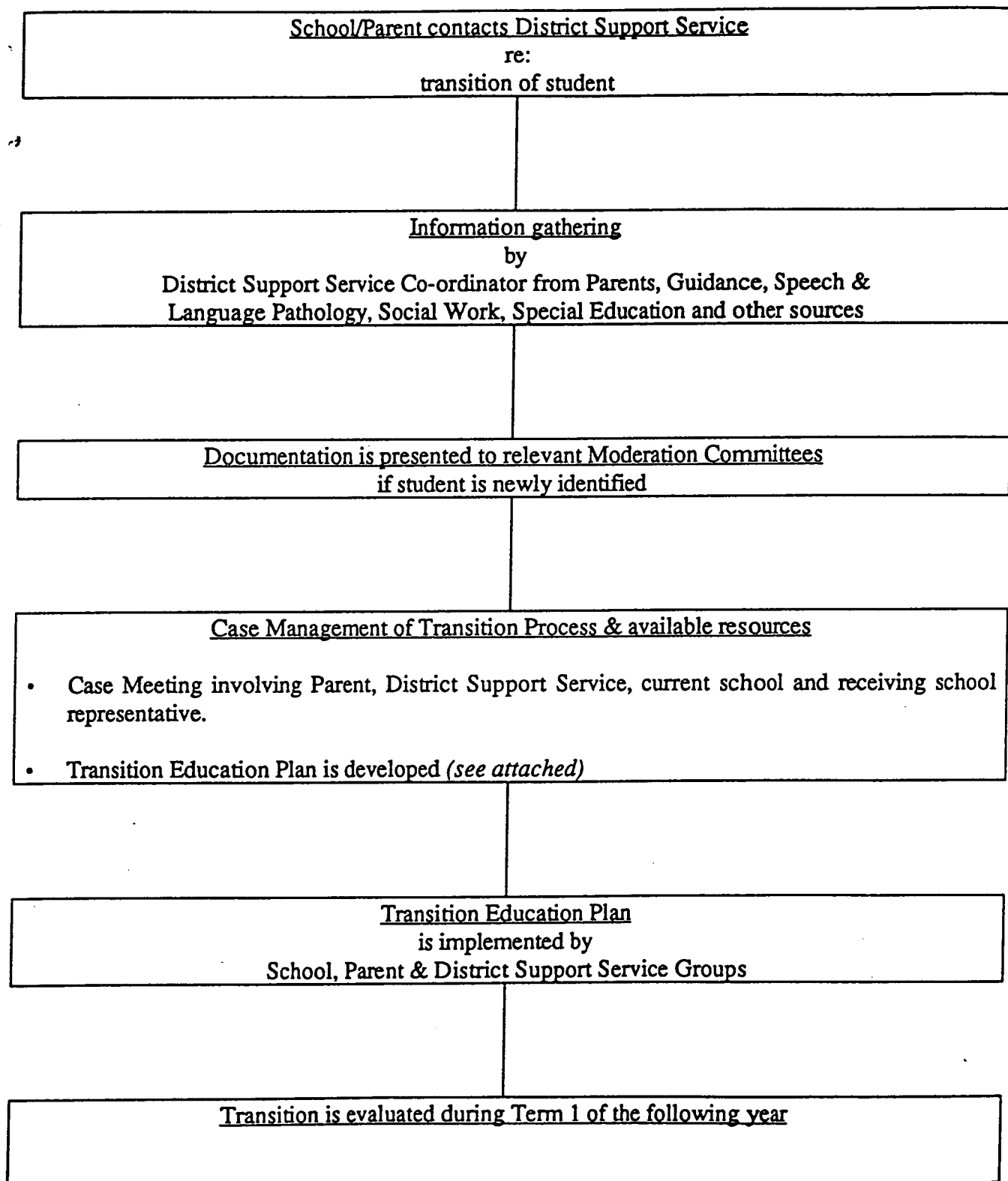
The Student Transition Support Model (*see overleaf*) outlines a process for the support of students with intellectual disabilities and their families at a range of transition points during their education.

The flow chart describes the steps in the support model and the people who need to be involved at each step. The flow chart emphasises that key elements in the process are case management, which brings together all stakeholders in the transition process, to develop a transition education plan for each student.

Professional Development regarding the implementation of this transition support model is offered to District Quota Special Education Teachers who work with classroom teachers and other District Support Service staff to facilitate the transition processes.

## BARRINGTON DISTRICT SUPPORT SERVICE

## Student Transition Support Model



**BARRINGTON DISTRICT SUPPORT SERVICE  
TRANSITION EDUCATION PLAN**

Student Name .....

Current School.....

Receiving School.....

Intended Outcomes	Action to be taken	Date	Person/Group Responsible	Service/Resource Involved	Evaluation/Result

**Appendix VII : Barrington Support Service Plan - Inclusion Priority Program**

## BARRINGTON DISTRICT SUPPORT SERVICE PLAN - 1996

### Priority Program

### Inclusion

*The Inclusion Support program provides educational support to students with identified intellectual disabilities as well as students with specific disabilities, disorders or delays which make them eligible to access District Support Service resources.*

#### Intended Outcomes

- \* To coordinate and evaluate educational support services to students with:
  - intellectual disabilities
  - specific disabilities / disorders / delays of a significant nature which affect students functioning across the capability areas, and
  - behavioural difficulties which have a severe impact on the student's capacity to access educational programs in the school environment.
- \* To support teachers, teacher aides, peers and families so that student educational outcomes are achieved.

To support the implementation of the Department of Education & The Art's Inclusion of Students with Disabilities in regular schools policy.

Program Leader: Toni Douglas.

Program Team: Grace Brown, Chris Price, Nadja Lippert, Helen Cahalin, Malcolm Wells, Mark Briggs, Mandy Paske, Toni Hingston, Farley Plapp, Monica O'Neill, Chris Gane, Sally Richardson, Julie Argent.

#### Strategies

- \* To implement the processes detailed in the Barrington District Special education Ascertainment Document.
- \* To involve parents in educational decision making processes.
- \* To coordinate services to students through a case management process.
- \* To provide support to parents through the District Support Service parent and community education program.
- \* To make available to schools, staff who have been specifically trained to provide Inclusion Support through the DEET Inclusion trainee program.
- \* To review and refine these processes through case studies of individual students.

#### Resources

- \* District Support Service staff
- \* District and Central Special Education staffing and funding resources
- \* Parents and Community Groups
- \* Early Special Education Centre Support
- \* State Support Service
- \* Inclusion trainees
- \* Teacher Assistants

**Indicators of Progress**

- \* Revised Ascertainment Document is disseminated and processes are implemented.
- \* Students eligible for district or central funding/staffing support are identified and submissions are prepared for Category A and B moderation committees.
- \* Increased involvement of key people in inclusion support processes through case management.
- \* Student Educational Plans are developed and individualised programs are developed and implemented.
- \* Students, teachers, teacher assistants and parents participate in professional development, support and education processes.
- \* Teachers report feeling more confident when students with special needs are included in regular classrooms.

**Evaluation**

- \* Review meetings involving representatives of team responsible, parent/carer representatives to refine model.
- \* School evaluation reports (end 1996) and DSS evaluation report (end 1996).
- \* Students progress and Inclusion Programs in schools are monitored and evaluated.

**Appendix VIII : Roles and Responsibilities of the Category B Moderation  
Committee**

**BARRINGTON DISTRICT SUPPORT SERVICE****Category B MODERATION COMMITTEE****ROLES & RESPONSIBILITIES**

1. To develop a set of guidelines which support Category B Student moderation in the Barrington District and assist the committee to determine student eligibility for admission to the District Category B Student Register.
2. To determine the documentation/information required from schools for the moderation process and to inform schools of these requirements.
3. To moderate students nominated for the District Category B Student Register in accordance with the guidelines and to update the Register regularly.
4. To review the Register annually in order to remove students who, according to the guidelines, are no longer eligible.
5. To moderate in accordance with the guidelines in 'special cases' where student eligibility for the Register is not clear.
6. To continually review the information presented in the Barrington District Special Education Ascertainment Document, in relation to the level and nature of support recommended for students and teachers.
7. To ensure that parent s of children nominated for the District Category B Student Register are personally informed of their children's status in relation to the Register.



**Appendix IX : Correspondence relating to Departmental ethics clearance for this  
dissertation**

Toni Douglas

Telephone 003 623953 - Mobile 018 143657

The Gables  
95 Emu Bay Road  
Deloraine  
Tasmania 7304

11 July 1996

Mr Graham Harrington  
Deputy Secretary  
Department of Education, Community  
and Cultural Development  
GPO Box 169B  
HOBART 7001

Dear Graham

MASTER OF EDUCATION DISSERTATION

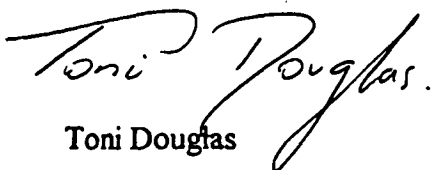
I am currently undertaking the last unit of work, a dissertation, for a Master of Education degree through the University of Tasmania. The subject that I have chosen, Towards a liberatory pedagogy in special education, is of particular relevance to my work with the Barrington Support Service. In the course of the dissertation, I hope to describe the inclusive schooling model in Barrington and within that, a number of case studies of individual students. The studies will in no way identify individual schools or students involved.

I understand that in a circumstance where the dissertation subject involves Department educational districts or schools it is necessary for me to seek, through you, the approval of the Department's Ethics Committee. I have attached a copy of the outline of the dissertation and the Introduction section, which describes the method and content of the proposed paper. I will be happy to supply further information if needed.

I have discussed the proposed dissertation with Mrs Rosemary Wardlaw, Barrington District Superintendent, who is supportive of my proposal.

My supervisor for the dissertation is Ms Julianne Moss, Lecturer, Hobart.

Thank you for your consideration.

  
Toni Douglas


 DECCD

## EDUCATION, COMMUNITY &amp; CULTURAL DEVELOPMENT

116 Bathurst Street Hobart  
 GPO Box 169B Hobart  
 Tasmania Australia 7001  
 Telephone 002 338 011  
 Facsimile 002 311 576

16 August 1996

*JGK:KC*

*John Kitt - (002) 337949*

Ms Toni Douglas  
 The Gables  
 95 Emu Bay Road  
 DELORAINÉ Tas 7304

Dear Ms Douglas,

**RE: TOWARDS A LIBERATORY PEDAGOGY IN SPECIAL EDUCATION**

I have been advised by the Departmental Consultative Research Committee that the above research study adheres to the guidelines that have been established and there is no objection to the study proceeding.

A copy of your final report should be forwarded to John Kitt, Superintendent Professional Development, Department of Education, Community and Cultural Development, GPO Box 169B, Hobart 7000.

My permission to conduct the research study is given provided that each Principal is willing for the school to be involved.

Yours sincerely,



G Harrington  
 DEPUTY SECRETARY (EDUCATION)

c.c. All District Superintendents  
 John Kitt  
 Ms Julianne Moss, University of Tasmania (Hobart)

**Appendix X: Teaching for Learning Model (Phillips and Romaszko, 1992 -  
1994)**

# TEACHING FOR LEARNING

## TEACHER'S EDUCATIONAL INTENTIONS

### Developing the Key Ideas

- What key idea/concept(s) do I wish students to develop?
- What information do I need to help me clarify these key ideas?
- What skills/technique/procedure(s) do I want students to practice/consolidate?
- Which themes/topics will help me provide a context meaningful for my students?
- Which capabilities do I wish students to further develop?

To encourage students to review what they know and begin to decide on future actions, a teacher might ask:

- How have your ideas changed?
- It seems you are still puzzling about ...?
- How has this activity helped you answer your question?
- What other questions arise or come from your investigation?
- What else might you do to be really sure of that?
- I wonder why that happened?... What will you do now?
- What have we found out?
- What else do we need to know?
- How does that compare with what you thought before?

## REFLECTING

on what we have learned

- Brainstorming
- Concept Mapping
- Predict, Observe, Explain
- Conferencing

- Refining concept maps
- Making a Big Book of what we've found out
- Personal diary of learning
- Graffiti

- Jigsaw Investigations
- Visualisation
- Experimenting
- Videos
- Excursions
- Debates

## Possible Questions & Teaching Approaches

To encourage students to share what they know, teacher might ask:

- What can you see happening ...?
- What do you know about ...?
- Tell me more about ...?
- Describe that for me ...
- Tell me a story about that ...
- Draw a picture about ...
- I had not thought of that. How did you find out about that idea ...?

## FINDING OUT WHAT STUDENTS KNOW

## HELPING STUDENTS TO MAKE CONNECTIONS *Possible Teaching Approaches*

- Question production
- Telling, writing, imaginative stories
- Role play, drama
- What if questions

- Think, pair, share - a 1, 2, 4, 8 process to prioritise class questions
- Brainstorm list of sources of information and help
- Develop a plan
- Research
- Group Tasks

- Conferencing
- Design Briefs
- Hands on Activities
- Drama
- Research
- Yes/No Games

## EXTENDING student's ideas

While students are undertaking investigations, a teacher might ask:

- Why are you going to do it that way?
- How will you ensure a fair test ...?
- How are you going to ...?
- It might be a good idea to think about
- I wonder what will happen if ...?
- Well, what about ...?
- Some people say/found ... How does that fit with your idea ...?
- Was that really a fair test
- How will you know if ...?
- What will you do when ...?
- How did you arrive at that idea?

To give students opportunity to further explore particular ideas, a teacher might ask:

- How can we verify that ...? What do we need to find out more about ...?
- How are you going to ...?
- How will you be able to tell ...?
- It might be a good idea to think about ...?

## TEACHER'S PEDAGOGICAL DECISIONS

### Developing the Key Ideas

- How will I introduce this area to students?
- How will I find out what their existing ideas are?
- Which ways of investigating, working together will I introduce?
- How can I cater for all learning styles; have I incorporated a range of learning approaches?
- How will I form students in groups?
- Am I allowing opportunities to develop the capabilities?

To help students refine their views, a teacher might ask:

- What do you mean by ...?
- That is an interesting idea, please tell me more about it.
- I find that hard to understand. Tell me more about it.
- What makes you think this ...?
- How do you know ...?
- What is the basis for that ...?
- What evidence supports ...?
- What questions might other children ask?
- What questions would you like to answer?
- Is that the question you really want to ask?
- When you said ... what did you have in mind?

## REFINING QUESTIONS

What would we like to know more about?