

EDUCATION FOR ALL: DISABILITY, DIVERSITY AND INCLUSION UNIVERSITY OF CAPE TOWN



WEEK 1 – WHY INCLUSION? VIDEO STEP TRANSCRIPT 1.3 – OUR MODEL OF INCLUSIVE EDUCATION

Now we'll go into the structure of the course. We are illustrating this by use of a diagram that we'll refer back to as we go through each week of this course. This diagram is helpful because it reminds us that everyone is connected, and we need to look at a person holistically when dealing with complex issues such as education.

Now in week one, we will discuss what we mean by social inclusion and diversity to help us understand how we can aim toward education for all. This refers to the value of each person. Our focus, in the end, is the child at the centre of our circle. In week two, we will look at the roles of family. Support in education at home is relevant. There is a need for parents to first understand and make sense of the concept of disability. Having a supportive home environment is important to prepare the child for formal education. Parents should be supported to do this, and advocate for the rights of their children to education, and collaborate in the process with the school. Again, you can see in our diagram that the family surrounds the child, and links the child to the school and the community.

In week three, we'll look at inclusive schools. How do we create welcoming ethos, policies, and practices for disability inclusion in our schools? It requires an actual learning process that involves an exploration of what you have available, what human, structures, and systems, to help you implement inclusive education with the backing of school leadership and the school governing body. So going back to our diagram, we can see that we are looking at the child within the school system, but the level of the family is still there, as the family still needs to be interacting with the school to ensure the best education for their child.

Week four is about partnerships for inclusion. This week is about identifying and coordinating support for inclusion. This will go beyond the school to exploring the various support systems and institutions outside of the school environment that can either be actively involved to drive, or at least facilitate this inclusion process. From our diagram, you can see that the school is nested in the community, and the levels of understanding and support will ultimately also affect the successful education of the child.

In week five, the focus is the classroom. And we'll discuss what inclusive teaching and classroom management

practices might involve. We'll discuss the relevance of understanding diversity, and how diverse needs impact learning. We'll also explore strategies that could be resources for the teacher within this context. You will see that, from our diagram, we show this as an outcome of the other levels. When there is a smooth and supportive linking across all levels previously discussed, then teachers and children can get to the job of teaching and learning.

Week six is about consolidating all the sessions and various issues and understandings that we have discussed. This week is aimed at identifying the way forward as related to inclusion within our different contexts. In a sense, this week is about you, in whatever role you have been taking in this course, and how you can begin to implement what you have learned in your own environment.

Now before we get started on this course, we need to know each other. During this course, we'll be asking you to introduce yourself. We'll be looking at children who are, although included in schools, are still marginalised and do not participate in learning or social activities. We'd like you to introduce yourself and reflect on your own personal experiences of inclusion. Think back to your own school career or student or working life. Have you ever been excluded from any learning, social, or other activity or circle? For example, been excluded from a group of friends because of your looks, from a sporting team because of your weight, or from a work environment because of your religion. How did you feel? Do you still feel the impact of this in your life today?

Think now of children in your community who are excluded from school. Who are they? Why do you think they're excluded?



Chioma Ohajunwa, 2016

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).