One Inclusive Education System

Leadership Team Meeting

May 18th 2010

A 30 Year Review

- 1980
- 1995
- 2010

Describe

- the students
- the instruction
- the classroom environment
- teachers and administrators
- parental expectations
- professional development/learning

The 2010 Classroom Profile

The New Norm

The 30 Year Journey:

Alberta Education and School Jurisdiction's response to meeting the needs of the growing, demanding, and changing student population.

Special Education and Specialized Programs

With the very best of intention….

Alberta Education established a coding system:

- medical model disability = code
- codes became descriptors for students
- focus on students deficits
- funding attached to identification and coding

Structures and Beliefs

Congregated Special Education Settings

- students with similar disabilities or codes required similar interventions
- students removed from the regular education classroom would learn better
- students with disabilities could not meet the curricular outcomes

Structures and Beliefs

Special Education Teachers:

- versed in special teaching and learning strategies and techniques
- held knowledge or expertise that no one else did or could
- held in high regard and often not part of the school community

Structures and Beliefs

Health Related Services

- services required for student deficit
- services provided based on diagnostic criteria
- student traveled to the service, away from the learning environment

Structures and Beliefs

Student viewed as deficit:

- funded for deficits
- programming developed (IPP) to address deficits
- moved to services and away from curriculum and peers

With the very best of intentions!!! However…..

- outcomes were challenged
- parents and governing bodies lobbied for change
- human rights legislation/educational reform
- inclusion vs exclusion mandates

One would argue that the system ***was*** working beautifully, we were creating all manner of structures to meet the needs of students with special education needs but the system was by design focusing on disability and serving to isolate those with disabilities from those that did not.

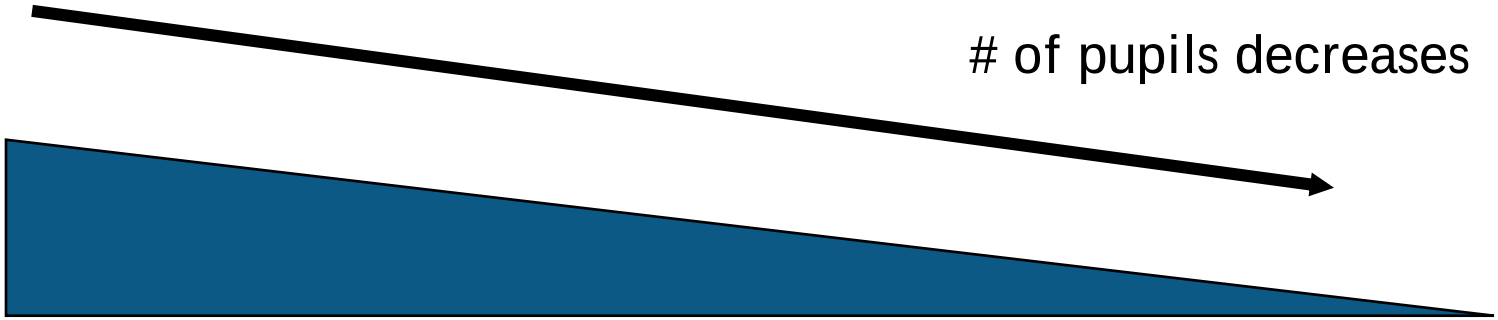
RVS' Response
Ahead of the curve 2006

- RVS Level of Service Model
- changing mental models
- intervention for individual learning needs
- intervention rather than labels

Level of Service Model

- designed with instruction and service delivery that considers the student first, *not* coding
- recognized that classroom teachers have *primary responsibility* for the instruction of most children

Level of Service



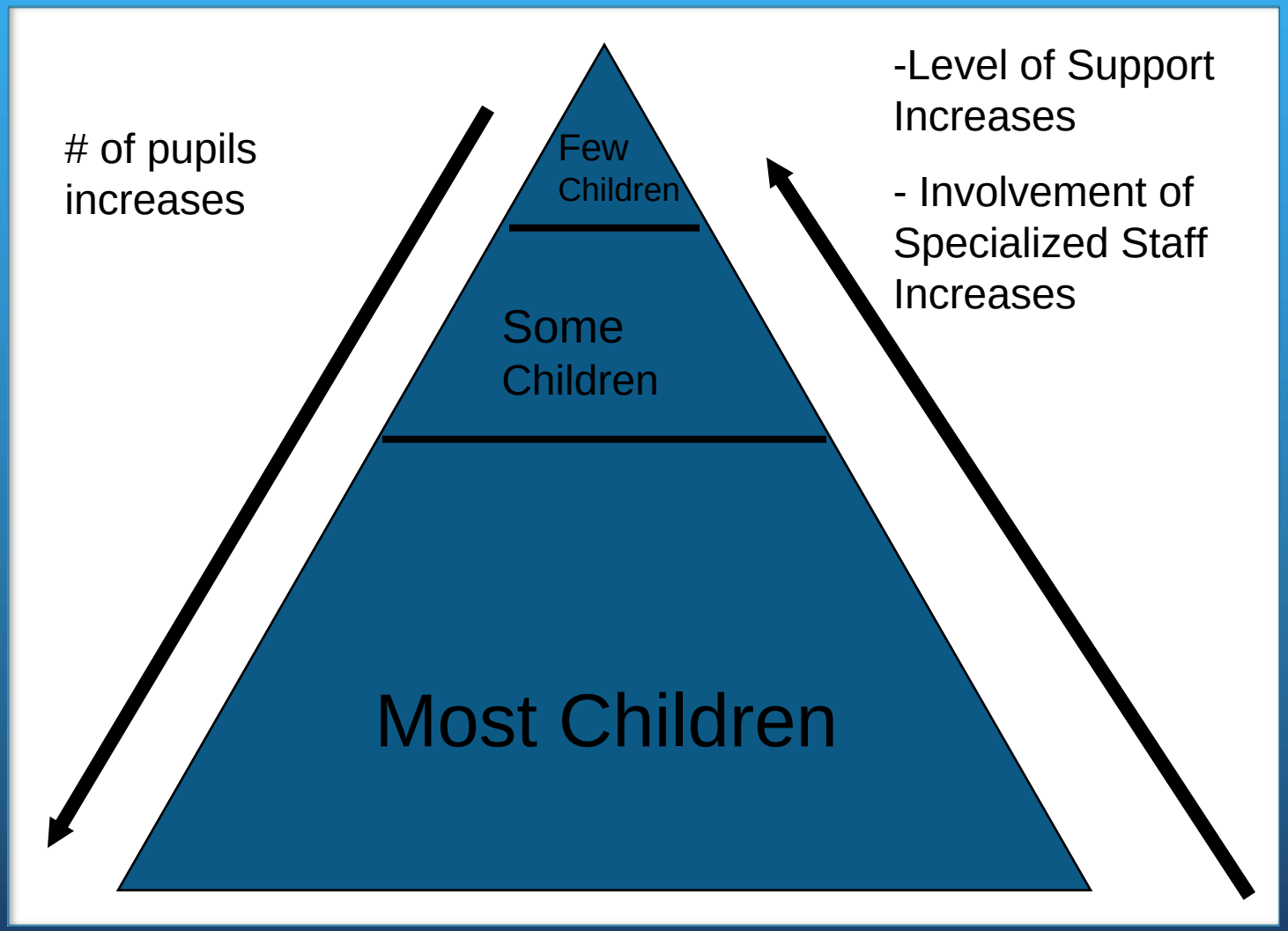
Classroom Teacher

School-based Support with Consultation

Divisional, Inter-agency, Cross-ministerial Support (e.g., Collaborative Services) &/or Specialized Placement (e.g., QUEST, Hull Home)

- Rocky View Schools, 2006

Level of Service Model



RVS' 21st Century Classroom

- UBD, balanced assessment, UDL, and technology for learning
- embedded coaching
- portrait of a 21st century learner

RVS' Level of Service and 21st Century Learning

To build capacity and understanding:

- among teachers
- in teaching assistance
- in school leaders
- creating success for all learners

Alberta Education Timeline

- Fall 2007 – Severe Disabilities Funding Program Review
- Fall 2008 - Setting the Direction consultation
- Fall 2009 - Setting the Direction Framework
- Fall 2010 Implementation

Setting the Direction Framework

- …a single inclusive education system that meets the learning needs of all students, including those with diverse learning needs
- …it is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students

Setting the Direction Framework

- a system that takes responsibility for ALL students
- emphasis is on achieving outcomes for ALL students
- a continuum of supports is available to ensure success for all students

Setting the Direction Framework

- an asset- based approach places emphasis on what students can do not on the limitations of their diagnosis
- focus is on making changes to the learning environment so that students can be successful

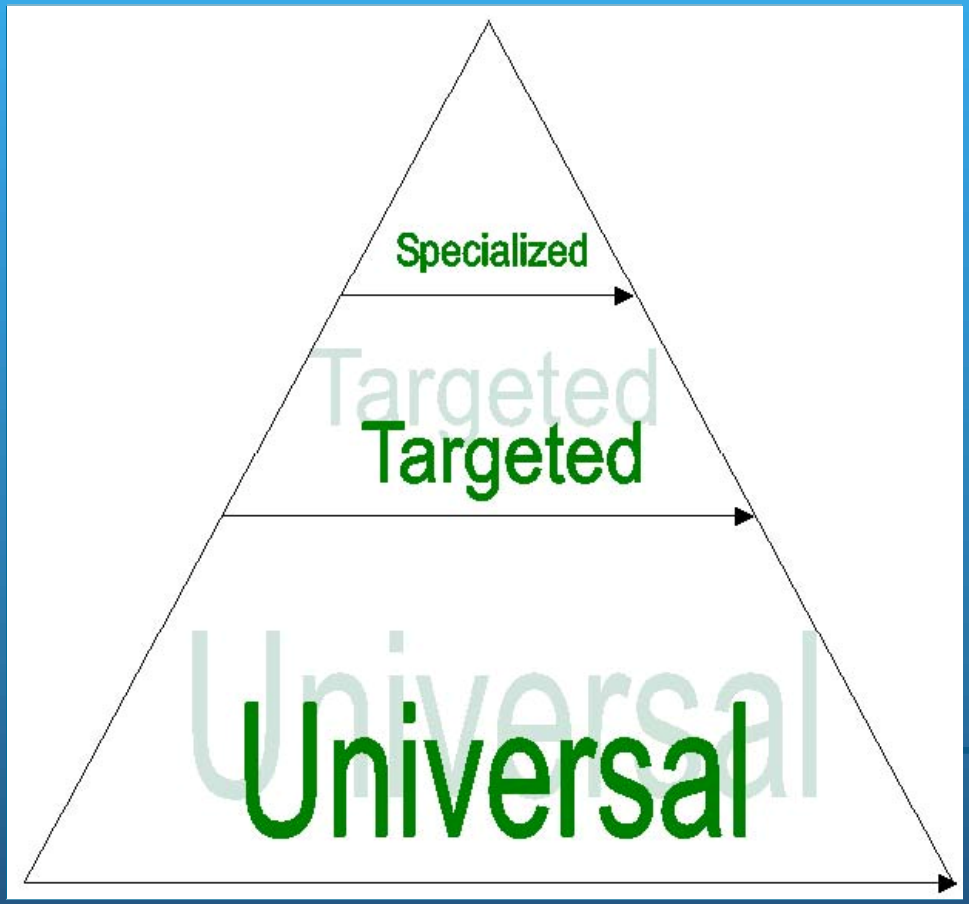
Setting the Direction Framework

- inclusion does not necessarily mean that every student registered in the Alberta school system will be placed in a regular classroom
- physical placement will always be with the student's success in mind

An Inclusive Education System

A way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education in Alberta means a value-based approach to accepting responsibility for all students. It also means that ALL students will have equitable opportunity to be included in the typical learning environment or program of choice.

Setting the Direction Framework (Alberta Education)



- Alberta Education, *Setting the Direction Framework*

Setting the Direction Framework

Short Term Priorities

Curriculum

- Inclusive Education Planning Tool
- a digital resource for enhancing teachers' capacity for meeting the diverse learning needs of all students

Capacity Building

- Learning Teams, Learning Coaches, Teacher Quality Standards

Setting the Direction Framework

Short Term Priorities

Collaboration

- regional collaboration
- wraparound approach

Accountability

Funding

- resource guidelines
- funding model

Setting the Direction Framework Requires

Supports for Capacity Building:

- Teacher
- Learning Coach
- Instructional Aide
- Psychologist
- Therapist
- Assessment-related service
- Counselor
- Technology
- Specialized equipment and tools
- Other specialized service or educational support
- Professional Development

- Alberta Education, *Setting the Direction Framework*

Setting the Direction Framework

Recognizes the importance of excellent pedagogy and the appropriate level of support directed towards meeting the needs of ALL students.

Setting the Direction Framework

- RVS is poised and ready to embrace the Setting the Direction Framework
- while creating 21st Century Learning Environments for all, (UBD, UDL, Balanced Assessment, Embedded coaching, AISI) we are now prepared moving towards personalized learning plans for all
- we recognize we are on a spectrum of readiness

2010 Classroom

The new norm

- maximum diversity
- complex learning needs
- challenging students
- parent and government expectations
- challenging and demanding work

The 2010 Classroom Profile

- codes and diagnosis do not describe the learner
- removing students from their peers is not a better option rather targeted, intensive, deliberate instruction is
- diversity is viewed as positive and enriching

The 2010 Classroom Profile

- all teachers should know what special education teachers know
- pedagogy developed to engage diverse learners is good pedagogy for all
- knowledge and skills in meeting the needs of a diverse student population is empowering

The 2010 Classroom Profile

- focus is on what students can do, and assessment for learning is necessary to design instruction
- building capacity in teachers is welcomed and necessary to develop a deeper understanding of, and strengthening of, teachers abilities to meeting the needs of an increasing diverse student population

"It is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be."

- *Isaac Asimov*

Next Steps

- leadership
- information sharing
- capacity building
- working as one

"Challenges are

opportunities

to shine"

- Greg Bass

"We inspire a love of learning and community, engaging learners for life"

- RVS Vision