Let's Chat
About Inclusive Education

Series 2
Chat Session Guides

inclusive education Canada

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Introduction from Gordon Porter,
Director of Inclusive Education Canada

Greetings. We trust you have found our *"Let's Chat about Inclusive Education"* series both informative and interesting.

The Chat sessions featured a conversation with guests who have experience and insights about inclusive education in Canada. We have been able to share the views of university researchers, school leaders, teachers, principals, parents, lawyers, and advocates. We want to thank all those who participated in the project. We trust the content of the sessions will help inform and advance the inclusion of children with diverse learning needs, including those with intellectual disabilities, in Canadian schools.

All the sessions are available on our website – www.inclusiveeducation.ca – with both the link to the video and an individual Session GUIDE. Each GUIDE includes:
a) bio of the guest; b) description of a few of the issues/topics that are discussed in the session; c) several questions that might be posed before and after watching the session; and d) further material about the guests work including articles, chapters, books and more.

Each GUIDE will be helpful to anyone who might use a session or part of a session to inform or stimulate discussion for a training session, a class, or some similar purpose.

We want to thank Diane Richler and Jacqueline Specht for acting as co-hosts of the Chat sessions. They both brought extensive experience and knowledge to the conversations. A deep curiosity about our guests' stories helped reveal many of the factors in play when schools and classrooms accept the challenge to be inclusive.

One of our CHAT session's most loyal follower is David Towell, Director of the Centre for Inclusive Futures in London, UK. David has brought his keen eye and critical analysis to our Chat sessions and has generously shared his thoughts in a commentary that is included here. We are confident you will find it of interest. Thank you, David.

Introduction from Gordon Porter, Director of Inclusive Education Canada

This Series Two Guide includes Chat sessions with the following:

Episode 1: Steve Sider
Professor & Associate Dean, Faculty of Education, Wilfred Laurier University, Waterloo, ON

Episode 2: Roberto Lattanzio
Executive Director, ARCH Disability Law Centre, Toronto, ON

Episode 3: Gabrielle Young
Associate Professor, Faculty of Education, Memorial University of Newfoundland, St. Johns, NL

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Principal, Nackawic Middle School, Anglophone West School District, Nackawic, NB

Episode 5: Genia Stephen
Parent, Presenter & Podcast host: Good Things in Life, Brockville, ON

Episode 6: Tim Loreman
President & Vice-Chancellor, Concordia University of Edmonton, Edmonton, AB

Episode 7: Julie Stone
Inclusion Consultant & Advocate, Inclusion New Brunswick, Nackawic, NB

Episode 8: Cornelia Schneider
Associate Professor & Director of Teach Education, Mount Saint Vincent University, Halifax, NS

Episode 9: Kimberly Maich
Professor & Researcher, Faculty of Education, Memorial University of Newfoundland, St. Johns, NL

Episode 10: Tiffany Gallagher
Professor, Faculty of Education, Brock University, St. Catherines, ON

Series 2 Commentary – *Let's Chat About Inclusive Education: Commentary on Series Two: Trans-Atlantic Reflections* by David Towell, Director of the Centre for Inclusive Futures,London, UK.

Gordon L. Porter, C.M., O.N.B., LL.D.
Director, Inclusive Education Canada

Commentary on Series Two:
Trans-Atlantic Reflections

by David Towell,
Director of the Centre for Inclusive Futures in London, UK

Inclusive Education Canada (IEC) previously posted my commentary on the first series of *Let's Chat About Inclusive Education*. Gordon Porter thought this brief overview was a useful complement to the depth of ideas and discussion available in the first ten broadcasts and encouraged me to do the same for *Series Two*. I think the second series builds intelligently on many of the themes in the first, offering new perspectives and examples, so my two commentaries are probably best read together. Mostly I have tried not to repeat myself, but I think it worth saying again that together I think these broadcasts provide a very rich collection of insights on the journey to inclusive education, expressed in engaging and accessible ways. I know that IEC is repackaging them with guides for each session as a collection of resource materials. I hope that these will be widely used in Canada and elsewhere.

To repeat another point, the *second series* continues to demonstrate the strength-in-depth of informed leadership on inclusive education in Canada. I think that **Gordon Porter** and **Diane Richler** will forgive me if I describe them as *'first generation'* leaders in this social movement, albeit still very active ones. What impressed me now with all twenty broadcasts is the wealth of *'second generation'* leadership (including Jacqui Specht) and indeed the evidence of an emerging *'third generation'* to take this work forward in the coming decade and beyond.

We need to remember that all these discussions were conducted in the shadow of the pandemic. Students, families and teachers (and those who teach teachers) all had to deal with the challenges of Covid 19 and learn how best to adapt to widespread school closure. On the one hand, home schooling certainly strengthened attention to the importance of families as partners and there was rapid growth in both internet access and the availability of useful assistive and instructional technologies for all students, well-described by **Gabrielle Young** and **Tiffany Gallagher**. On the other, both the pandemic and school closure damaged physical and emotional health, disrupted learning and undermined efforts to advance inclusion. Judging from these discussions, the jury is still out on whether we will learn from all this in order to *build back better.*

I ended my first commentary with a question - what are we learning about how best to use this in-depth knowledge and leadership to achieve system-wide transformation across your great country? I use this question as a focus for my overview of *Series Two*. Here are seven key messages:

- Visionary leadership is key to creating and sustaining value-driven change. The first discussion in this new Series - with **Steve Sider** - makes the point that while schools (and other important structures like school boards) require good management, they also need *inspirational leadership*, capable of building widespread commitment to the belief that *every child belongs* in their local school and providing the support required by teachers and others to develop the attitudes and skills required for everyone to succeed in diverse classrooms.
- Steve also argues convincingly, as does **Kimberley Maich**, that leadership in this sense is not something that can mostly be learnt on a course: rather leadership development requires that people like school principals have the opportunities and support in *learning communities* to reflect on their own experiences and learn from peers, some of whom will be more established champions for inclusion.
- The ten discussions provide many detailed examples of this kind of visionary leader at work. Julie Stone and Tanya Whitney are two of the most experienced. New Brunswick is a global pioneer in inclusive education and **Julie Stone** was a pioneer in achieving this. She demonstrates the importance of *one-to-one mentoring* of classroom teachers (including through an illuminating story about 'Sarah') as a core means of helping them design pedagogical strategies addressed to individual students experiencing barriers to learning. **Tanya Whitney** has also had a long-term leadership role in New Brunswick, notably as a school principal. She emphasizes that inclusion has to be a *foundational* aspect of educational improvement (not just another 'project') in which we continually invest in learning how to do better. At the school level, her experience suggests that this means building strong commitment to inclusive values, investing in skilled support to practitioners, working collaboratively so that everyone learns from each other and genuinely valuing parent engagement in problem-solving.
- Informed leadership is just as important among families and the wider community. (Of course, people offering system leadership are also family members.) Building inclusive education and indeed social inclusion more generally can only be achieved when public agencies and civil society work together. **Genia Stephen** is a parent and a sibling who is working hard, not least through the popular *Good Things in Life* podcasts, to strengthen disability awareness especially among new parents and help families engage positively with the struggles that seem to be an inevitable part of getting the best for their children. She argues powerfully that children with disabilities should be at the *heart of their communities* right from the start and families need to share high expectations for the quality of their lives. In turn, we need to ensure that education is inclusive throughout the life-cycle: pre-school, primary, secondary and post secondary.

- Much of these discussions rightly focuses on the experience of students and families and the local delivery of education. But of course it is the *law and policies* established provincially and nationally and the resources invested in their implementation that provide important conditions for local success. This point is most clearly reflected in the discussion with **Roberto Lattanzio**, Director of the Arch Disability Law Centre. Canada has long had an impressive *Charter of Rights and Freedoms* and government has been strong in ratifying global human rights conventions, including the *Convention on The Rights of Persons With Disabilities*. However Roberto argues - and many families will agree - that these principled commitments are only given limited recognition in the archaic frameworks and procedures that characterize much legal practice. **Cornelia Schneider** offers one illustration (in relation to the recent Accessibility Act in Nova Scotia) of the importance of inclusive education advocates to actively seek to shape these frameworks and their implementation.

- In the two series to date, more than half of the discussions have been with people with important roles in *Universities*. Together they are undertaking a lot of great work. Even so, there was recognition - notably in the discussion with **Tim Loreman** - that there is often a significant gap between Universities and the field, between research and practice. Tim is the President of Concordia University (in Edmonton) and so well placed to argue that one part of closing this gap is to ensure that Universities are themselves *model* inclusive institutions, not just in their welcome to student and staff diversity and inclusive pedagogy but also in establishing an organizational culture of mutual respect ('be kind to each other').

- Beyond this, Universities remain privileged institutions in our countries with the status, independence and expertise to be a *resource to their communities* through scholarly engagement with societal challenges (going well beyond traditional conceptions of teaching and research) and certainly the potential to offer a trusted base for supporting and sharing learning about achieving visionary social change.

In Canada, there has already been a 40-year journey towards achieving quality and inclusive education for all. Elsewhere on the IEC website, **Gordon Porter** tells the story of this always evolving journey in New Brunswick (available here: https://bit.ly/3BEtfQN). This case study makes clear that real transformation requires a partnership between the education system and civil society to deliver changes in thinking and practice at all levels from the classroom to the Ministry.

In the **Let's Chat conversations**, we see many of the contributing elements in this *whole system* reform. Returning to my starting question, it seems that these efforts still need to be linked together better to achieve our goals. *We have promises to keep.*

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Let's Chat About Inclusive Education

Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest: Steve Sider

**Professor & Associate Dean
Director, Centre for Leading Research in
Education, Faculty of Education
Wilfrid Laurier University,
Waterloo, ON**

Dr. Steve Sider is a professor and associate dean in the Faculty of Education at Wilfrid Laurier University, Waterloo, Ontario, where he teaches courses in school leadership and inclusive education.

He was a school administrator, special education teacher and consultant, and classroom teacher for 15 years before joining the university faculty. He received his PhD in Educational Studies from Western University in 2006 after earlier academic study at Brock University and Laurier University. He is the inaugural director for the Centre for Leading Research in Education (CLRiE), an inter-disciplinary research centre at Laurier. He is a Fellow at the Balsillie School of International Affairs and an associate of the Canadian Research Centre on Inclusive Education.

Dr. Sider currently holds three Canadian national research grants examining inclusive leadership practices of Canadian school principals. He is the 2019 winner of the Laurier Donald F. Morgenson Faculty Award for Teaching Excellence in the category of Excellence in Internationalization. He travels regularly to Haiti, Ghana, and Egypt where he is involved in school leadership and special education training and research.

Dr. Sider's research focus is at the intersection of inclusive education and school leadership in international contexts. Dr. Sider recently co-authored the book Leadership for Inclusive Schools. He holds multiple national and international research grants exploring competencies for inclusive school leadership. He is past-president of the Comparative and International Education Society of Canada and a member of Inclusive Education Canada's "Network of Associates".

Key Issues in this Chat Session:

1. **The Soft Skills of Leadership:** Dr. Sider points out that "values and attitudes" are important factors in ensuring principals can be successful with inclusion. Principals who have had direct experience with students with disabilities appear more able to demonstrate these values and attitudes.
2. **Nurturing Principals' Skills:** Leadership with a commitment to inclusion is critical and research must continue to be done on how principals develop their attitudes towards inclusion. Both "technical skills" (instructional strategies & individual planning) and "soft skills" (values, vision and attitude) are needed.
3. **Collaboration Between Leaders:** collaboration with school leaders from different schools and school districts can enable sharing and skill development and produce positive outcomes.
4. **Intersectionality:** Steve asserts that inclusion must not operate in silos related to a student's particular challenge or barrier in learning. It is a grave error to consider a student's needs from just one aspect of their identity (e.g., academic deficits, physical, behavioural). Effective inclusion strategies address a student's unique and diverse needs.
5. **Segregation in Ontario Schools:** Special classes - and in a few cases special schools - are still far too prevalent in Ontario. In most respects it would seem to be related to a "failure of vision" or a lack of commitment by those in leadership positions.

Potential Discussion Questions (before viewing):

1. What role do principals play in creating an inclusive school?
2. What skills or experiences does a principal need to be successful with inclusion?

Potential Discussion Questions (after viewing):

1. How can networking and professional learning communities be established for school principals?
2. What strategies can be used to strengthen the "soft skills" of principals who have not had personal experience engaging with students with disabilities and other diverse learning needs?
3. What strategy might advocates use to move inclusion ahead and reduce segregation in schools?

More from Steve Sider:

Sider, S., Maich, K., Morvan, J., Villella, M., Ling, P., & Repp, C. (2021). Inclusive school leadership: Examining the experiences of school principals in supporting students with special education needs. Journal of Research in Special Educational Needs, 21(2). https://doi.org/10.1111/1471-3802.12515

MacCormack, J., Sider, S., Maich, K., & Specht, J. (2021). Self-determination and inclusion: The role of Canadian principals in catalysing inclusive-positive practices. International Journal of Education Policy and Leadership, 17(2). https://journals.sfu.ca/ijepl/index.php/ijepl/issue/view/213

Sider, S. (2020). School principals and students with special education needs in a pandemic: Emerging insights from Ontario, Canada. International Studies in Educational Administration, 48(2), 78-84.

Sider, S. & Ling, P. (2020). Setting the context for a conference to explore intersectionalities for school leadership and inclusion. Exceptionality Education International, 30(2), 4-11.

Maich, K., Sider, S., Morvan, J., & Smith, D. (2020). Making the unknown or invisible. accessible: The collaborative development of inclusion-focused open-access case studies for principals and other school leaders. Exceptionality Education International, 30(2), 68-79.

Sider, S., Maich, K., & Morvan, J. (2017). School principals and students with special education needs: Leading inclusive schools. Canadian Journal of Education. 40(2).

Sider, S. (2016). Supporting a student with a vision impairment in secondary school. In K. Stegemann, & A. Aucoin (Eds.) (2016). Inclusive education: Stories of success and hope in a Canadian context. Toronto: Pearson

Sider, S. & Maich, K. (2022). **Leadership for inclusive schools: Cases from principals for supporting students with special educational needs.** Rowman and Littlefield. https://amzn.to/3IDkSq3

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Let's Chat About Inclusive Education

Guest:
Roberto Lattanzio
Executive Director
ARCH Disability Law Centre
Toronto, ON

Roberto Lattanzio is the Executive Director of ARCH Disability Law Centre. He first joined ARCH in 2003 and was appointed Executive Director in 2015. Roberto has acted as legal counsel in test case litigation at all levels of court, including the Supreme Court of Canada, and has made law reform submissions to various levels of government, committees, and administrative bodies. Rob has been appointed to numerous advisory committees and has written and guest-lectured on diverse topics including equality and human rights law, administrative law, education law, capacity and supported decision making, disability rights, legislative reform, and social science evidence. He also has delivered extensive rights education training to diverse communities of persons with disabilities and continuing legal education to the legal profession. Robert received his LL.B and B.C.L. law degrees with distinction from McGill University in 2003. Robert has a long-standing interest in disability rights and social justice, with extensive work and volunteer experience within disability communities and other equality seeking communities. He has supported initiatives to promote inclusive education in cooperation with Community Living Ontario and Inclusive Education Canada. Roberto Lattanzio is a member of IEC's Network of Associates.

Key Issues in this Chat Session:

1. **Supporting Families:** It is important for families to understand their options and potential strategies for gaining access to the type of education they want for their child. ARCH provides summary advice and referral services to persons with disabilities (and their families) regarding education.
2. **Lawyers Need the Help of Experts Too:** ARCH provides education to the legal community on the rights of persons with disabilities in general and in relation to education.
3. **Communication is Key:** When families are seeking assistance from ARCH, often there is a breakdown in communication between a student/family and the school. In many instances, there is a lack of transparency, or accountability and structural issues in the school that are causing disputes that lead a family to seek legal support.
4. **Inconsistencies in Policy:** There are major inconsistencies on policy and practices in the education system at both the provincial and local level. Canada, and in our case Ontario, has ratified the Convention on the Rights of Persons with Disabilities (CRPD). Article 24 of the Convention provides an individual the right to inclusive education, yet the Ontario education act does not explicitly consider students as rights holders thus creating a dilemma for parents and advocates.
5. **Ground Swell Needed for Change:** The law is a critical factor in addressing segregated education for students with disabilities. However, the opinions of parents and community members matter as well, and they are not always supportive of inclusion. A true ground swell of advocacy is needed to educate stakeholders on both the legal and educational reasons for our schools to be inclusive.

Potential Discussion Questions (before viewing):

1. What role can the law play in the movement towards inclusive education?
2. What types of issues do you think people seeking legal advice pertaining to inclusive education are dealing with?
3. What agencies or support groups support parents with the legal issues they encounter in advocating for inclusion?

Potential Discussion Questions (after viewing):

1. How do you think the provisions of Article 24 of the CRPD align with the perceived inconsistencies in education policy and practice connected to the inclusion of students with barriers to learning?
2. What do you consider the most important aspect of the work of agencies such as ARCH Disability Law Centre? Should they engage in individual or systemic advocacy? Which do you think should be given priority?
3. Do you know of other agencies that provide similar services as ARCH?

More from Roberto Lattanzio:

- Reid, L., Parekh, G., Lattanzio, R., A Relic of the Past: Identification, Placement and Review Committees in Ontario's Education System, (2020) No. 194 CJEAP. https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/69850

- Reid, L., Bennett, S., Specht, S. White, R., Somma, M., Li, X., Lattanzio, R., Gavan, K., Kyle, G., Porter, G. & Patel, A. If Inclusion Means Everyone, Why Not Me? (2018). ARCH Disability Law Centre, Community Living Ontario. https://archdisabilitylaw.ca/resource/paper-if-inclusion-means-everyone-why-not-me/

- Lattanzio, R., Disability and Public Education in Ontario: A Primer – Chapter 6, (2013) Disability Law Primer, ARCH Disability Law Centre. https://15285public.rmwebopac.com/item/multimedia/faZ5CPdfmECrNHvh6fSQCQ_48Zg nRzAckqyZChmxfpP9w?isForView=True

- Lattanzio, R., Letheren, L., Comparing the Incomparable in Human Rights Claims: Moore Guidance, (2013) Ontario Bar Association. https://archdisabilitylaw.ca/resource/comparing-the-incomparable-in-human-rights-claims-moore-guidance/

- Kerri, K., Lattanzio, R., Inclusive Education: Opportunities for ReDesign, in Roderick C. Flynn ed., CAPSLE 2010: The Rocky Road Ahead: Balancing Competing Interests at 85. Proceedings of the Twenty-First Annual Conference of the Canadian Association for the Practical Study of Law in Education, held in Calgary, Alberta, April 25-27, 2010, (Toronto: CAPSLE, 2011). https://archdisabilitylaw.ca/resource/inclusive-education-opportunities-for-redesign-2010/

ARCH
Disability Law Centre

55 University Ave 15th Floor, Toronto, ON
www.archdisabilitylaw.ca

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Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest:
Gabrielle Young
Associate Professor
Memorial University of Newfoundland
St. John's, NL

Gabrielle Young, PhD, is an Associate Professor in the Faculty of Education, at Memorial University in Newfoundland and Labrador where she works with graduate and undergraduate students of education. She completed doctoral studies at Western University in London, Ontario.

Gabrielle teaches courses that build skills in understanding and supporting students with specific learning disorders such as the *Nature and Characteristics of Learning Disabilities and Inclusive Practices for Students with Learning Disabilities.*

Gabrielle's research interests surround the use of assistive and instructional technology in inclusive classrooms. She has focused on applying the principles of universal design for learning and differentiated instruction to support students with exceptionalities in the general education classroom. Other research interests include ensuring quality childhood education and care and building pre-service teachers' efficacy to support students in inclusive classrooms. Gabrielle has also worked to facilitate the positive mental health of students and teachers.

She has been active as a volunteer in the Learning Disabilities Association. Gabrielle is a member of the Canadian Centre for Inclusive Education based at Western University and is a member of Inclusive Education Canada's "Network of Associates".

Key Issues in this Chat Session:

1.Technology for All: Ideally, teachers should introduce assistive technology for all students. Not only will this improve academic outcomes for all students, but it will also help reduce the stigma that surrounds technology when it is only used by some students.

2.There Is Still A Lot to Learn Re: Technology: With an abundance of assistive technologies available, there is still a long way to go in terms of teachers being aware of and comfortable using technology. Gabrielle states that this is even the case for newer teachers who are considered 'digital-natives'. Regular teacher training on assistive technologies may help improve awareness and the comfortable and effective use of assistive technology.

3.No Student Left Behind: Classroom activities using assistive technologies can be altered to meet the needs of all students. Gabrielle provided an example for teaching Shakespeare in high school classes. Students may have access via technology to different versions of the text, or even access to videos performing the plays to accommodate all learning levels.

4.Leadership Matters: Gabrielle noted the importance of leadership in schools when it comes to inclusion. Principals do the hiring of teachers and staff so they set the expectations for inclusive practices within the school. The province of Newfoundland does not have school districts anymore, thus leadership at the school level is even more pertinent.

Potential Discussion Questions (before viewing):

1. Do you have any experience with assistive technologies? Was this experience positive? Did you feel that you had a strong understanding of the technology used?
2. What are some benefits of removing school districts and instead having one board for an entire province?

Potential Discussion Questions (after viewing):

1. How do you think introducing assistive technologies for all students would reduce the stigma surrounding the use of technology when it is only given to some students?
2. What priorities would you set for using assistive technologies with students in the classroom?

More from Gabrielle Young:

- Young, G. (Ed.) (2019). Linking Quality Early Child Education and Special Education Needs: Special Issue. Exceptionality Education International, 29(3), 1-153. Accessible online at: https://ir.lib.uwo.ca/eei/

- Young, G., Philpott, D., Bertrand, J., & McCuaig, K. (2019). Linking Quality Early Child Education and Special Education Needs: Introduction to the Special Issue. Exceptionality Education International, 29(3), 1-5. Accessible online at: https://ir.lib.uwo.ca/eei/vol29/iss3/1

- Young, G., Philpott, D., Butler, E., Maich, K., & Penney, S. (2019). Exploring the impact of quality early child education on special education: Can we prevent placement in special education? Exceptionality Education International, 29(3), 6-21. https://ir.lib.uwo.ca/eei/vol29/iss3/2

- Young, G., & Careen, C. (2019). Examining the literature on assistive technology. Knowledge about Literacy (Viden om Literacy), 26, 14-21.

- Young, G., de Lugt, J., Penny, S., & Specht, J. (2019). Exceptionality Education International: Responding to change and promoting dialogue on inclusive education for all. Scholarly and Research Communication, 10(2): 1001307, 8 pp. http://doi.org/10.22230/src.2019v10n2a307 https://src- online.ca/index.php/src/article/view/307/599

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- Young, G. (2018). Case study #22: Using assistive technology in inclusive classrooms. In D. Griffiths & J. Ryan (Eds.). Case Studies for Inclusive Educators and Leaders. (8 pages). Burlington, ON: Word & Deed Publishing. ISBN: 978-0-9918626-3-4

- Ball, J. Penney, S., Young, G., Harris, G., & Joy, R. (2019). Teacher readiness: Teacher attitudes, opinions, and perspectives towards facilitating positive mental health in the classroom. Article written for Inclusive Education Canada. Retrievable from: https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/Ball-Article- MHLJBall-1.pdf

- Azam, Saiqa & Goodnough, Karen & Moghaddam, Alireza & Arnold, Christine & Penney, Sharon & Young, Gabrielle & Maich, Kimberly. (2021). Becoming Inclusive Teacher Educators: Self-Study as a Professional Learning Tool. International Journal for the Scholarship of Teaching and Learning. 15. 10.20429/ijsotl.2021.150204.

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Guest:
Tanya Whitney
Principal, Nackawic Middle School
Educational Leader,
New Brunswick Anglophone Schools
Nackawic, NB

Tanya Whitney is a highly regarded and experienced leader of education in anglophone schools in New Brunswick. She served as the Project Executive for Inclusion for the Ministry of Education and coordinated the implementation of the goals identified in the Porter-Aucoin report, Strengthening Inclusion, Strengthening Schools (2012). Throughout her career, Tanya's professional focus has been a commitment to equity issues and inclusive schools. This has set her apart as a leader in these areas. Currently principal of a school in the Anglophone West School District in New Brunswick, she has served in a variety of system leadership roles including Director of Schools, Learning Specialist for Professional Learning and School Reviews, as well as Leadership Lead for a school district. She is a Qualified Mediator and certified Human Synergistics coach and has been called on to use those skills in NB.

Tanya began her career working in First Nations communities and continues to support the work of reconciliation as an active ally and is a trained KAIROS Blanket Exercise facilitator. Tanya is a member of the executive committee of the New Brunswick Association for Community Living and an active volunteer for Sexual Violence NB. She has led critical work in her district developing a policy and module on Sexual Violence prevention and response. Tanya has been a school administrator in many schools and enjoys her role as principal of Nackawic Middle School.

1. **Inclusion as the Scapegoat:** Based on Tanya's experience, inclusion is often asserted as the reason that something has gone wrong in New Brunswick's education system. She believes these assertions are misinformed and that inclusive practices are challenged more than other aspects of the education system in New Brunswick.
2. **Leadership Matters:** A reoccurring theme during this chat is the importance of having school leaders who are committed to inclusion. Commitment means continuing to learn ways to enhance inclusive practices, even when inclusion is thought to have been achieved.
3. **Inclusion is Foundational:** Sometimes, inclusive practices are treated like other 'new' curriculum programs or education packages delivered to teachers when in fact they are more than that – inclusive practices must be foundational in the public education system.
4. **Collaboration Leads to Superior Outcomes:** Tanya asserted that thriving schools are most often highly collaborative. Discussions among teachers surrounding student support, co-teaching and including families in problem solving are all examples of collaborative practices Tanya has observed in prospering schools.
5. **Smaller Communities and Inclusion:** In smaller communities where people know their neighbours, Tanya has noted higher tolerance towards inclusion. In cities and urban areas, this sense of community is often missing, and this disconnect from other families seems to influence people's attitudes towards inclusion in schools.
6. **Siloed Arms of the Education System:** A challenge many principals face is accessing the disconnected social, health and educational services targeted at students experiencing barriers to learning. Even with her extensive experience, she has found it difficult to access and navigate these services. She attributes this disconnect to middle management level communication issues in the education system. Better integration of student services with other parts of the service system and increased collaboration can make this task more manageable.

Potential Discussion Questions (before viewing):

1. How might schools foster community acceptance of diversity and inclusion?
2. What does inclusion do to strengthen success for all students in schools?

Potential Discussion Questions (after viewing):

1. Can you think of an example where a family's involvement in problem solving challenges that are arising for a child in the classroom may be beneficial for both the child and the school?
2. What factors support the assertion that inclusion must be a foundational factor of our public education system?

Sexual Violence Policy Awareness module: Author
https://pedex.nbed.nb.ca/pl/sv/#/id/co-05

Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest: Genia Stephen
Parent, Presenter & Podcast Host:
Good Things in Life
Brockville, ON

Genia Stephen, RM, MSc., is a mother and sister to individuals with intellectual disabilities and medical complexities. Having a younger sister and son with disabilities has involved her in a lifetime of experience and training in the disability field under premier thought leaders and mentors. Genia notes that the early experiences of parents as they discover that their child has a disability is a difficult one. When her own mother found out more than 40 years ago that her sister had a disability, she had never met anyone with a disability. Her mother was worried and afraid. Fortunately, she was introduced to another parent further along the journey and that made a real difference. When Genia's own son has a disability, she started her parenting journey at a much different place than her mother.

Genia is a practicing midwife and medical advocate currently completing her MSc. in Evidence-Based Health Care at the University of Oxford. Based on her experience in this role she observes that things haven't changed much in the more than 40 years since her mother began that journey. This led Genia to create her highly regarded podcast.

Founder and host of the *Good Things In Life* For Kids With Disabilities Podcast, Genia provides an alternative to the typical social media and web resources that focus on diagnosis and treatment. Genia challenges parents to come together around a shared vision of a positive and inclusive life for their sons and daughters with disabilities.

"Genia Stephen helps kids with intellectual disabilities build inclusive lives at home, at school and in the community. With more than 37,000 downloads, her podcast now gives other parents access to her world-class disability parenting education, complete with courses and membership.

Featured in Travel Without Limits Magazine, Citizen Network, Toronto Summer Institute, Inclusive Education Canada, Community Living Ontario, Don't IEP Alone Podcast, and Inclusive Education Podcast, Genia speaks about creating a positive vision for kids with disabilities. Her goal is to help them get "the good things in life" through lives with valued social roles and social capital, and medical safeguarding."

Key Issues in this Chat Session:

1. **Closing the Gap:** Genia has found that most people have limited experience or interaction with people with barriers to learning. Thus, when parents find out they have a child with a disability, they immediately google it and don't always get appropriate information. Genia grew up with a sister with disabilities and has a son with disabilities. She created her podcast – *Good Things in Life* - to close the gap between what she has learned from experience and what parents just discovering they have a child with a disability know.

2. **Remaining in the Heart of the Community:** Since he was very young, Genia has made sure her son has remained in the heart of the community. Genia recommends that parents prevent segregation and isolation from happening. Back-peddling and trying to reintegrate him with his peers in the community after it happens is difficult.

3. **Integration from a Young Age:** Genia explained that her son's experience transitioning into school was relatively smooth because he had been enrolled in the daycare program adjacent to the school prior to kindergarten. Genia notes that integrating her son within the school and community as early as possible was key to his teachers being aware of his needs. Because her son met his peers when he was very young, he has maintained strong social connections with them.

4. **Setting Higher Expectations:** We live in an ableist society. With many people having limited interaction with and awareness of people with disabilities, expectations of achievement for people with disabilities are often set very low. Genia found herself doing this with her son before he entered school. She challenges us to question the expectations our society has for people with disabilities.

5. **Growing Your Community:** Genia recommends that parents ensure that their child with a disability is involved in the community, especially so if things are not going well in school. She also reminds us that community is not necessarily geographically limited – online spaces may provide valuable opportunities for belonging and building relationships as well.

Potential Discussion Questions (before viewing):

1. Share a meaningful interaction you have had with and individual with disabilities or someone who is experiencing a barrier to learning?
2. How does our ableist society limit the opportunities for interaction between people with and without disabilities?

Potential Discussion Questions (after viewing):

1. In what ways have you developed your expectations for people with disabilities? How would you describe them?
2. How might you change your expectations of people with disabilities after listening to this chat with Genia?

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Let's Chat... *about*
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Let's Chat About Inclusive Education

Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest:
Tim Loreman
President & Vice-Chancellor
Concordia University of Edmonton
Edmonton, AB

Tim Loreman is Concordia University of Edmonton's President and Vice Chancellor and a Professor in the Faculty of Education. Before joining Concordia in 2003, Dr. Loreman was at Monash University in Melbourne, Australia, where he completed his PhD. Prior to that he was an elementary and junior high school teacher in Melbourne, Australia and Edmonton, Alberta.

Tim Loreman, PhD., is Concordia University of Edmonton's 8th President and Vice Chancellor, taking on the role in January of 2017. He has been at CUE since 2003 as a Professor in the Faculty of Education, and during this time served in various roles including Dean of Research and Faculty Development, and Vice-President Academic and Provost.

He is widely published, and his research interests include inclusive education, teacher education, and pedagogy. His research work has attracted funding from major local and international granting agencies and has been recognized with awards from academic publishers and community groups. He was the recipient of Concordia's *President's Research Award* (now the Gerald S. Krispin Research Award) in 2016. In 2010 he was a *Senior Visiting Research Fellow* at the University of Bologna in Italy, and since then has also held visiting professorships at the Hong Kong Institute for Education and Queens University, Belfast.

President Loreman was founding editor of the *International Journal of Whole Schooling* and completed a term as co-editor of *Exceptionality Education International*. He has been active in supporting inclusive education in Alberta and is a member of **Inclusive Education Canada's Network of Associates.**

Key Issues in this Chat Session:

1. **We Can Do Better than Special Education:** Through firsthand experiences teaching within the special education model, Tim began to question the "watered-down" curriculum and lack of social interaction provided to students with barriers to learning. With exposure to inclusive education, Tim became aware of the potential beyond the special education model and has been involved in research and the movement towards inclusion since then.
2. **At a Stand Still:** In Tim's opinion, little progress has been made toward inclusive education on a systemic level in the province of Alberta (and beyond) in the last thirty years. There has been a preoccupation with defining inclusion and this has hindered the strides that could have been made towards inclusive education.
3. **Inclusion is the First to Go:** During the pandemic, schools in Alberta let go many of the staff who provided classroom support to students experiencing barriers to learning. These staff members were the first to go when the boards faced operational challenges. Consequently, students with disabilities were disproportionately affected by staff cuts during the pandemic. It will take some time for this to be corrected.
4. **Disconnect between Research and Practice:** Tim points to the lack of communication between researchers and practitioners. This failure of university-based researchers and teachers in elementary, middle, and secondary schools to work together is one of the reasons why inclusion has not improved significantly in recent years. Tim asserts the need for researchers to do a better job of getting into schools and conducting research while collaborating with practitioners.
5. **Kindness is Key:** In his role as the President and Vice Chancellor of Concordia University of Edmonton, Tim promotes the importance of kindness and respect. They are critical factors in fostering inclusion and student success in an institution of learning, including at the post-secondary level. As the leader, Tim expects all members of the university community to be kind and empathetic to one another and he accepts nothing less!

Potential Discussion Questions (before viewing):

1. How do you define inclusion and more specifically, inclusive education?
2. In your opinion, do you think students experiencing barriers to learning were disproportionately affected by the pandemic and the resulting disruptions to education delivery?

Potential Discussion Questions (after viewing):

1. Do you think collaboration between inclusive education researchers and practitioners is possible? If so, how might it be strengthened?
2. Do the organizations you are involved in promote the importance of kindness and respect in the way Tim does at Concordia University in Edmonton? How can you promote this through your day-to-day actions? How can teachers and students enhance these values in schools?

More from Tim Loreman:

- Goldan, J., Lambrecht, J. & Loreman, T. (Eds.). (2021). Resourcing Inclusive Education. International perspectives on inclusive education (Vol. 15). Bingly, UK: Emerald.

- Sharma, U., Sokal, L., Wang, M., & Loreman, T. (2021). Measuring the use of inclusive practices amongst pre-service teachers. Teaching and Teacher Education, 107,10356. https://doi.org/10.1016/j.tate.2021.103506

- Bradford, B., Trudel, L. E., Katz, J., Sokal, L., & Loreman, T. (2021). Promising practices for preparing Canadian pre-service teachers for inclusive classrooms: Analysis through a transformative lens. International Journal of Inclusive Education. doi: 10.1080/13603116.2021.1882058

- Lim, C.Y., Loreman, T., Majid, R.A., & Alias, A. (2019). The Dispositions Towards Loving Pedagogy Scale: Instrument development and demographic analysis. Teaching and Teacher Education, 86, 102884. https://doi.org/10.1016/j.tate.2019.102884

- Loreman, T. (2017). Pedagogy for inclusive education. Oxford Research Encyclopedia of Education. DOI: 10.1093/acrefore/9780190264093.013.148 http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.000 1/acrefore-9780190264093-e-148

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- Deppeler, J., Loreman, T., Smith, R., & Florian, L. (Eds.). (2015). Inclusive pedagogy across the curriculum. International perspectives on inclusive education. Bingly, UK: Emerald.

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Let's Chat About Inclusive Education

Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest:
Julie Stone
Educator, Advocate, & Inclusion Consultant, Inclusion NB, Nackawic, NB

Julie Stone is a retired educator who has spent much of her over 50 years in the field working to support inclusive education. During this journey, Julie has played many roles including classroom teacher, method and resource teacher, inclusive education consultant, and director of student services. She has also served as an adjunct professor teaching inclusive education courses at universities in New Brunswick, Quebec, Manitoba, and the State of Maine in the USA. She has been a trainer and consultant in several countries including Guatemala, Nicaragua, and Spain.

Julie developed and taught an on-line course on Inclusive Education for the University of Maine and for the University of New Brunswick. She developed and taught a course on Teaching to Diversity for the New Brunswick Community College system. This course was part of an Instructor Development Program (IDP). She has also co-authored several articles and chapters in various publications over the years. Julie Stone is the author and compiler of an e-book for teachers entitled, *Teaching All Children in the Inclusive Classroom: From Theory to Practice.*

Julie has also been a volunteer leader in the community living movement serving as president of the New Brunswick Association for Community Living (NBACL) and the president of Inclusion Canada, then known as the Canadian Association for Community Living. Julie served as a board member of the National Volunteer Organization a group that provides national leadership and expertise on volunteerism and community service.

Julie continues to work for Inclusive education and serves on the Inclusive Education Committee of NBACL.

Key Issues in this Chat Session:

1. **Having a Vision is Helpful:** When Julie first supported teachers with inclusion as a resource teacher, she and the school principal were fully focused on making it work. As a result, when challenges arose during implementation, teamwork enhanced the effort to continue and developed a shared sense of resolve to be successful with inclusion.

2. **Changes in Attitudes Towards Inclusion:** Over the course of Julie's career, she has noted positive changes in the public's perception of and attitudes towards people with barriers to learning and inclusive practices. She no longer encounters teachers or school leaders in New Brunswick who overtly question why a particular student is in their classroom or school. Instead, they centre their effort on developing more effective practices.

3. **Making the Jump from Theory to Practice:** In recent years, Julie has worked on a one-to-one basis with teachers to improve their capacity to accommodate their curriculum and lesson plans so that all students could participate in classroom activities and learning. Supporting them in this way enabled teachers to tangibly acquire knowledge and skill on how to have success with students with diverse needs in their classrooms. Support in building capacity led to teacher empowerment.

4. **Teachers Need More Support:** Part of what made Julie's one-on-one work with teachers so effective was that each teacher was given time during the school day to work with her. A colleague or substitute teacher replaced the teacher in the classroom. As a result, the work session was not interrupted, and the support provided was tailored to the needs of the specific teacher. Time was devoted to what the teacher wanted, and success was achieved when the teacher could take meaningful strategies back to the classroom. Schools need to ensure that teachers receive this kind of support and in far too many cases they do not.

## Potential Discussion Questions (before viewing):

1. In what ways do you think a shared vision can contribute to the movement towards inclusive education?
2. Are personal experiences working with people with barriers to learning necessary for developing a teacher's commitment to inclusive education?

Potential Discussion Questions (after viewing):

1. Have you encountered more positive attitudes towards inclusion over time, just as Julie mentioned?
2. What are some additional strengths of the one-on-one mentoring model that Julie facilitated in New Brunswick schools?
3. How might schools use existing staff to enable collaboration on strategy development for inclusion to occur?

More from Julie Stone:

- Porter, G. & Stone, J., (1998) An Inclusive School Model: A Framework and Key Strategies for Success. Chapter 11 in Cooperative Learning and Strategies for Inclusion, Second Edition, Edited by JoAnne Putnam, Baltimore: Paul Brookes Publishing.

- Stone, Julie, & Campbell, Charlotte, (1991) Student to Student: Curriculum and the Development of Peer Relationships; Chapter 13 in Porter & Richler, Changing Canadian Schools. Toronto: The Roeher Institute.

- Stone. Julie, (2016), Teaching All Children in the Inclusive Classroom: From Theory to Practice, New Brunswick: Fundy Community Living Board.

Teaching All Students in the Inclusive Classroom:
From Theory to Practice

Prepared for the Community Living Board by Julie Stone
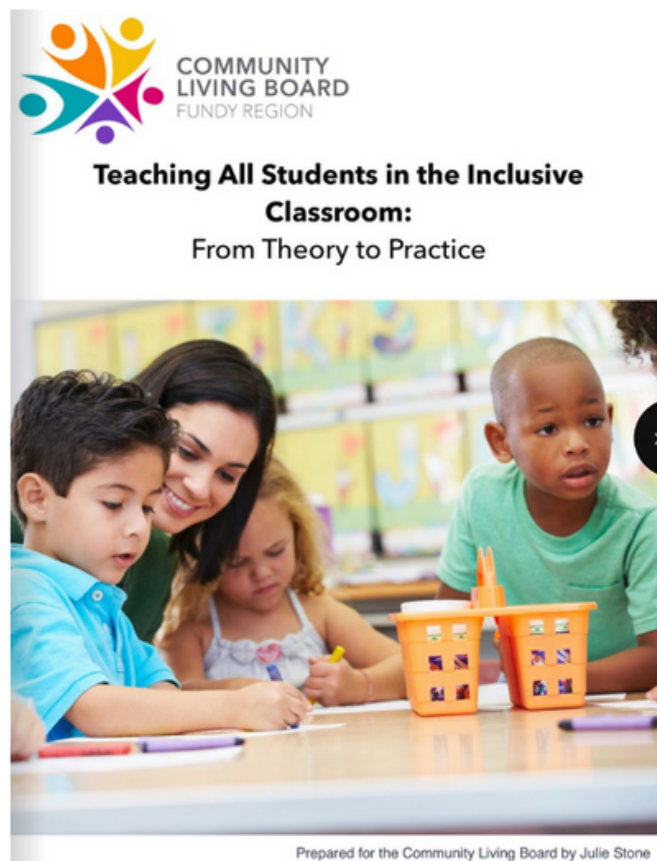
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Let's Chat... *about*
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Guest:
Cornelia Schneider
**Associate Professor &
Director of Teacher Education,
Mount Saint Vincent University, Halifax, NS**

Cornelia has a strong European background. Born and raised in Nuremberg, Germany, her first academic studies were at the University of Würzburg in Bavaria where she completed Special Education Teacher Training in 2001. She completed her Master's degree in Educational Sciences from University René Descartes in Paris, (Faculté des Sciences humaines et sociales – Sorbonne, 2002). In 2002 Cornelia began lecturing in Sociology of Education and Disability at the University René Descartes in Paris. She completed her Ph.D. in 20006 – her dissertation was an examination of – *'Peer Relationships in Mainstream Classrooms Between Children With and Without Disabilities'.*

Cornelia Schneider has been at Mount Saint Vincent University in Halifax, Nova Scotia since 2007. She is currently an Associate Professor in the Faculty of Education and the Director of the Teacher Training Program. In 2015 she co-founded MountAbility (IPSE – Inclusive Postsecondary Education) which allows young people with disabilities to engage in academic undergraduate studies using a participatory audit model. The program is continuing to grow and thrive on the MSVU campus.

Dr. Schneider's research and teaching focuses on the people who are involved in the educational processes, especially the children themselves. This is done from the perspective of the sociology of childhood and disability studies, recognizing children as actors. Cornelia utilizes a comparative approach to issues in educational and inclusive policies, strategies and practices. Cornelia publishes in English, French and occasionally German. She has been involved in research about inclusive education in Canada and several European countries including France, Germany, Portugal, Hungary, and Sweden. She has also been involved in work in the Central American nation of Honduras.

Dr Schneider is currently involved in the development of education accessibility standards in a project coordinated by the Accessibility Directorate at the Nova Scotia Department of Justice in connection with the implementation of the Nova Scotia Accessibility Act.

1.Policy Changes Can Make a Difference: With the introduction of the Accessibility Act in Nova Scotia, there is a lot of work being done to make all public sectors accessible for and inclusive of people with disabilities. Cornelia is excited about this momentum and is assisting in figuring out how to implement the specifics of this act within the education sector.

2.Changing What We Teach Teachers: Throughout Cornelia's time teaching at Mount Saint Vincent University, she has seen teacher education in Nova Scotia move away from the special education model and toward inclusion. This has put the focus on inclusive instructional practices such as universal design for learning and culturally responsive teaching. She believes great strides are being made to ensure newly graduated teachers believe in and understand how to implement inclusion.

3.Thinking in New Ways: Cornelia explains how multi-age classroom models that some schools in Germany are using can make it possible for inclusion to occur naturally and effectively. Canadian educators have been hesitant to consider and try out multi-age classrooms, but perhaps it should be considered a means of implementing inclusion.

4.Young People Want to Make a Difference: Many of the students entering teacher training at Mount Saint Vincent come into the program with a social justice lens. They have attended schools that are inclusive, as Nova Scotia has incorporated inclusive practices since 1996, and they believe it is the right way to educate students. They are passionate about teaching inclusively, though they might not know how to do that just yet! Their training must emphasis inclusion and the schools they go to need to reinforce their commitment.

Potential Discussion Questions (before viewing):

1. Do you think young people today think differently than older generations about inclusion? What about those going into teacher training programs?
2. How does inclusion of students relate to teachers using culturally responsive instructional methods?

Potential Discussion Questions (after viewing):

1. In what ways do you think multi-age classrooms might facilitate inclusion of students with barriers to learning?
2. How important is it for beginning teachers to apply a social justice lens to their work?

More from Cornelia Schneider:

- Schneider, C. (2019). From the margins to the centre: Educational Assistants as inclusion facilitators. In: Harber, M., Rao, A., The Role of the Education Assistant (p.5-18), Canadian Scholars Press, Toronto

- Schneider, C. (2017). Between children's rights and disability rights: inclusion and participation of children with disabilities. In: Xiaobei, C., Raby, R., Albanese, P., The Sociology of Childhood and Youth Studies in Canada: Categories, Inequalities, Engagement (p. 361-377), Canadian Scholars Press, Toronto

- Schneider, C. (2011). Une étude comparative de l'éducation inclusive des enfants avec besoins particuliers en France et en Allemange: Recherches dans onze salles de classe = A comparative study of the inclusion of children with special needs in mainstream schools in France and Germany : case studies of eleven classrooms. Lewiston, N.Y: Edwin Mellen Press.

- Schneider, C. (2017). Teachers' perceptions of disabilities on the island of Roatan. Disability, CBR and Inclusive Development 28 (2), 5-22; doi 10.5463/DCID.v28i2.573

- Schneider, C., Chahine, S., Hattie, B. (2016). Examining Life Course Transitions of Young People With Disabilities: The ACEE Alumni Study. Journal of Education and Training Studies 4 (10), 126- 138, doi: 10.11114/jets.v4i10.1768

- Schneider, C., Hattie, B. (2016). Exploring the social lives of young adults with disabilities. ALTER – European Journal of Disability Research 10 (3), 236-247, doi: 10.1016/j.alter.2016.02.003

- Schneider, C. (2016). Recognizing and Respecting the Rights of Children with Disabilities in the Classroom. International Journal of Education 8(3), 119-133, doi: 10.5296/ije.v8i3.9444

- Schneider, C. (2015). Social participation of children and youth with disabilities in Canada, France and Germany, International Journal of Inclusive Education (19) 10, 1068-1079, doi: http://dx.doi.org/10.1080/13603116.2015.1037867

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Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest:
Kimberly Maich
Professor & Researcher
Memorial University of Newfoundland
St. John's, NL

Kimberly Maich is a professor, researcher, author, trainer, certified teacher, special education specialist, board-certified behaviour analyst (doctoral)—specializing in autism spectrum disorder in inclusive classroom settings. She began her position in the Faculty of Education at Memorial University in December 2016 and is now a tenured full professor.

Kimberly has studied, taught, and lived from coast-to-coast in Canada from Vancouver, B.C., to St. Anthony, NL, and many places in-between. She spent most of her early career as a resource teacher, supporting students with exceptionalities from Kindergarten to Grade 12. She has also been a clinical coordinator with McMaster Children's Hospital's ASD School Support Program (Hamilton, ON) and a tenured Associate Professor at Brock University (Niagara, ON).
I am a special education specialist, a certified teacher, a registered psychologist (provisional, master's level), a professor and Newfoundland and Labrador's first board certified behaviour analyst.

Kimberley's primary interests lie in disabilities and special education, with a focus on autism spectrum disorders in inclusive school environments. She also works in the areas of emotional/behavioural disorders, problem behaviour, applied behaviour analysis, assistive technology, inclusive school leadership and the early years. One of Kimberley's greatest joys in the professorship role is mentoring graduate students in research, writing, presentations and publications.

Key Issues in this Chat Session:

1. **Moving Away from Labels:** A major stride that Newfoundland and Labrador has made towards inclusion in recent years is implementing a tiered approach to accessing resources. It is no longer necessary for students to obtain formalized identification of barriers to learning or "labels", to access resources they would benefit from in schools. This means that more students across a broader spectrum of needs can access the supports they need to be successful in the classroom.
2. **Distance Learning – Proceeding with Caution:** Long before the pandemic, Newfoundland and Labrador has been interested in distance learning. Due to the geographic vastness and low-density population of the province, distance learning has many advantages. Kimberley recognizes that distance learning works very well for some students, but stresses that for other students we must be careful it does not foster greater exclusion in schools. Using distance education when teachers feel that a student is not "a good fit" in a classroom is not acceptable.
3. **Celebrating Uniqueness:** Kimberley believes that principals play a major role in fostering inclusion within schools. This can be done by destigmatizing disability and celebrating difference and diversity in classrooms and can be especially effective when students are just starting their educational journey.
4. **The Early Years are Critical:** Educators who work with students in their first few years of school require more support to promote inclusion. Professional development on topics related to inclusive education should be made available and encouraged for this group of educators. This is a critical stage for fostering inclusive attitudes because students at this age are just starting to notice differences between themselves and others.
5. **Increased Awareness:** The most notable positive change related to inclusive education Kimberley has witnessed during her career is the increased awareness of different barriers to learning an individual student might experience. For example, when Kimberley began her career, parents often told her they had never heard of Autism. She seldom hears this in her current work, and believes the public has an increased awareness and understanding of student diversity.

Potential Discussion Questions (before viewing):

1. How do you celebrate uniqueness or diversity in your daily life? Consider both your personal and professional lives when discussing this question.
2. What are the key benefits of distance learning?
3. Can you identify limitations of distance learning related to students experiencing barriers to learning?

Potential Discussion Questions (after viewing):

1. What are the most critical actions a principal can take to foster inclusion in a school?
2. Do you agree that awareness and understanding of different barriers to learning students experience have increased in recent years?
3. What factors do you believe are contributing to this increased awareness and acceptance of diversity among students?

More from Kimberly Maich:

- Sider, S.; Maich, K.; Morvan, J. (2017). School principals and students with special education needs: Leading inclusive schools. Canadian Journal of Education, 40(2). Retrieved from https://cje-rce.ca/wp-content/uploads/sites/2/2017/07/Regular-2417-Sider.Final_.June_.21.pdf

- Maich, K., Sider, S., Morvan, J., Specht, J., Smith, D. (2020). Making the unknown or invisible accessible: The collaborative development of inclusion-focused open access case studies for principals and other school leaders. Exceptionality Education International Special Issue, 30(2), 68-79. https://ir.lib.uwo.ca/eei/vol30/iss2/7/

- van Rhijn, T., Maich, K., Lero, D., & Irwin, S. H. (2019). Assessing inclusion quality: The SpeciaLink Early Childhood Quality Inclusion Scale. Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services, 29(3).

- Fairbrother, M., Maich, K., & Sider, S. (2019). School principals and inclusive schools: A case study of complex contexts and competing perspectives. International Journal of Case Studies in Business, IT, and Education, 3(2). doi: http://doi.org/10.5281/zenodo.3519497.

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- Van Rhijn, T., Osborne, C., Ranby, S., Maich, K., Hall, C., Rzepecki, L., & Hemmerich, A. (2019). Peer play in inclusive child care settings: Assessing the impact of stay, play, and talk, a peer-mediated social skills program. Child Care in Practice. doi: https://www.tandfonline.com/doi/abs/10.1080/13575279.2019

- Sider, S. & Maich, K. (2022). Leadership for inclusive schools: Cases from principals for supporting students with special educational needs. Rowman and Littlefield. https://amzn.to/3IDkSq3

Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest:
Tiffany Gallagher
Professor, Faculty of Education
Brock University
St. Catherines, ON

Tiffany Gallagher is a Professor in the Department of Educational Studies at Brock University in Ontario. Prior to this role, Tiffany taught in two school boards in Northern Ontario. Then, for 13 years, she was an administrator in private practice supplemental education providing remedial instruction for students with learning difficulties.

She is recognized for her research that aims to enhance the learning of students with literacy difficulties and learning challenges. She specializes in survey design and case study methods. Within the past few years, she has worked closely with two school boards in the Niagara region of Ontario as a consultant researcher for projects that these school boards were implementing in the areas of professional development, and literacy for struggling students. Supporting the professional learning of teachers through instructional and inclusion coaching are also a focus of her work.

Longitudinal, multi-varied participant perspectives are the cornerstone of Tiffany's research projects. Her work seeks to inform targeted audiences such as students, teachers, administrators, and policy makers. She has published more than 60 refereed articles/chapters, as well as eight books. Tiffany is also the Director of the Brock Learning Lab that offers community-based tutoring for K-12 students and mentors undergraduate volunteer tutors.

Key Issues in this Chat Session:

1.**Leveling the Playing Field:** Tiffany views educational technology as a way of leveling the playing field for students. All learners can use technology so that they have what they need to learn effectively.

2.**Embracing the Technology:** A major change Tiffany has noted in the past five years is that teachers are more eager to learn about the technology that is available to them that can be incorporated into their lessons. The current increase in online learning has contributed to a significant decrease in teacher hesitancy towards new technologies.

3.**Technology is for All Students:** Tiffany asserts that the pandemic has taught us that technology is helpful for the learning of all students. Tiffany remarks that using technology is, "just how we learn now". This will decrease the sense that students who use technology are "different" from their peers with the negative effects this implies.

4.**Making Resources Known to Parents:** There is an abundance of instructional resources available for learners, however Tiffany has come to realize that far too often, parents are not aware of them. Tiffany has been working towards creating a guide for parents that includes current and appropriate information about resources for students experiencing barriers to learning.

Potential Discussion Questions (before viewing):

1.What do you understand educators mean when they refer to "assistive technology"?

2.Have you or one of your classmates been provided with "assistive technology" to facilitate learning? Please describe what that involved.

3.What has been your personal experience using instructional technology? In what ways has the increased use of technology affected you?

Potential Discussion Questions (after viewing):

1.Do you think the changes to educational practice that occurred during the covid pandemic will be sustained in the medium and long term?

2.Should schools ensure that every student has access to a full range of instructional technology to help "level the playing field"?

3.Do you believe it is possible for there to be too many technologies or too many resources for learners? Do you have any ideas on how best to get the right resources to the right students?

More from Tiffany Gallagher:

- Bennett, S., Gallagher, T.L., Somma, M., White, R., & Wlodarczyk, K. (2020). Transitioning from segregation to inclusion: An effective and sustainable model to promote inclusion, through internal staffing adjustments, and role redefinition. In J. Goldan, J. Lambrecht & T. Loreman (Eds.), International perspectives on inclusive education. Volume 15: Resourcing inclusive education. Emerald Publishing. ISBN: 978-1-800043-457-8 https://www.emeraldgrouppublishing.com/

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- Bennett, S., Gallagher, T.L., Somma, M., & White, R. (2020). Transitioning towards inclusion: A triangulated view of the role of educational assistants. Journal of Research in Special Education Needs, 1-11. https://doi.org/10.1111/1471-3802.12508

- Ismailos, L., Gallagher, T.L., Bennett, S., & Li, X. (2019). Pre-service and in-service teachers' attitudes and self-efficacy beliefs with regards to inclusive education. International Journal of Inclusive Education, 22(2), 175-191. https://doi.org/10.1080/13603116.2019.1642402

- Bennett, S., Dworet, D., Gallagher, T., & Somma, M. (2019). Special education in Ontario schools (8th Ed.). Highland Press.

- Gallagher, T.L., & Bennett, S. (2018). The six 'P' model: Principles of coaching for inclusion for inclusion coaches. International Journal of Mentoring and Coaching in Education, 7(1), 19-34. https://doi.org/10.1108/IJMCE-03-2017-0018

- Gallagher, T.L. & Ciampa, K. (2020). International perspectives on teacher candidates and in-service literacy teachers' self-efficacy and collective efficacy. Palgrave Macmillan. ISBN 978-3-030-47820-9 DOI 10.1007/978-3-030-47821-6. https://www.palgrave.com/gp

Checkout this Special Commentary from Tiffany Gallagher and her daughter Victoria Gallagher:

- Gallagher, Victoria, & Gallagher, Tiffany (2018). Victoria and Tiffany Gallagher: Our Story, in Inclusive Education Canada, https://bit.ly/38xy8QI

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Let's Chat… about Inclusive Education is a webcast series produced by Inclusive Education Canada (IEC). Let's Chat is hosted by 3 of Canada's leading experts on inclusion of students with disabilities in the classroom, Gordon Porter, Diane Richler and Jacqueline Specht.

Our hosts are joined by researchers, educators, parents and advocates who are engaged in the effort to make Canadian schools inclusive. The *Let's Chat… about Inclusive Education* series brings you informed and diverse perspectives on the challenges, the progress and the issues related to the development of inclusive education in our country.

IEC has been supported in this project by Western University in London Ontario, and with funding from the Social Sciences and Humanities Research Council of Canada – SSHRC.

You can watch the entire *Let's Chat* series on the IEC website here:
https://inclusiveeducation.ca/2022/01/14/lets-chat/

Learn more about inclusive education in Canada by checking out the links below!

Inclusive Education Canada

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