

# The Ten Qualities of an Inclusive Teacher

The most powerful catalyst for my child's inclusion has always been the teacher's attitude and skills. I have noticed 10 key qualities.

## Beliefs and Values

1

Possess an unquestioning belief that my child has a right to be in our College for the full day of every day, every week from Prep to Graduation.

2

See my child as a human being, a child with thoughts and feelings; she is always the focus, not what is going on for them; believe my daughter will be socially and academically included, and there is no doubt that she will achieve academically, will be valued by those around her, and will make authentic friendships.

3

See my child's future as 'not pre-written', without any ceiling created by diagnosis, but rather based in her own unique interests, skills and talents; have high expectations of what's possible.

## Skills and Approach as a Quality Teacher

4

Passionate in knowing and teaching every student in their class, including my daughter, and see this simply as part of their job.

5

Flexible and creative in finding ways of getting my child to demonstrate what she has learnt.

6

Passionate about learning new things, and embrace change.

## Partnership, Communication and Collaboration

7

Uses person-first or identity-first language, according to the preference of the person with disability. Always respectful.

8

Love sharing positives and see that this builds a strong working relationship.

9

Highly value my opinion as Mum, and collaboration with allied health professionals.

10

Possess excellent communication skills, and are always solution-focused.

Authored by **Lindie Brengman**—A parent of a student with a disability and member of the Queensland Collective for Inclusive Education.

This piece was written by Lindie for her presentation at the Inclusive Education Forum, QUT in 2017. Updated in 2020.

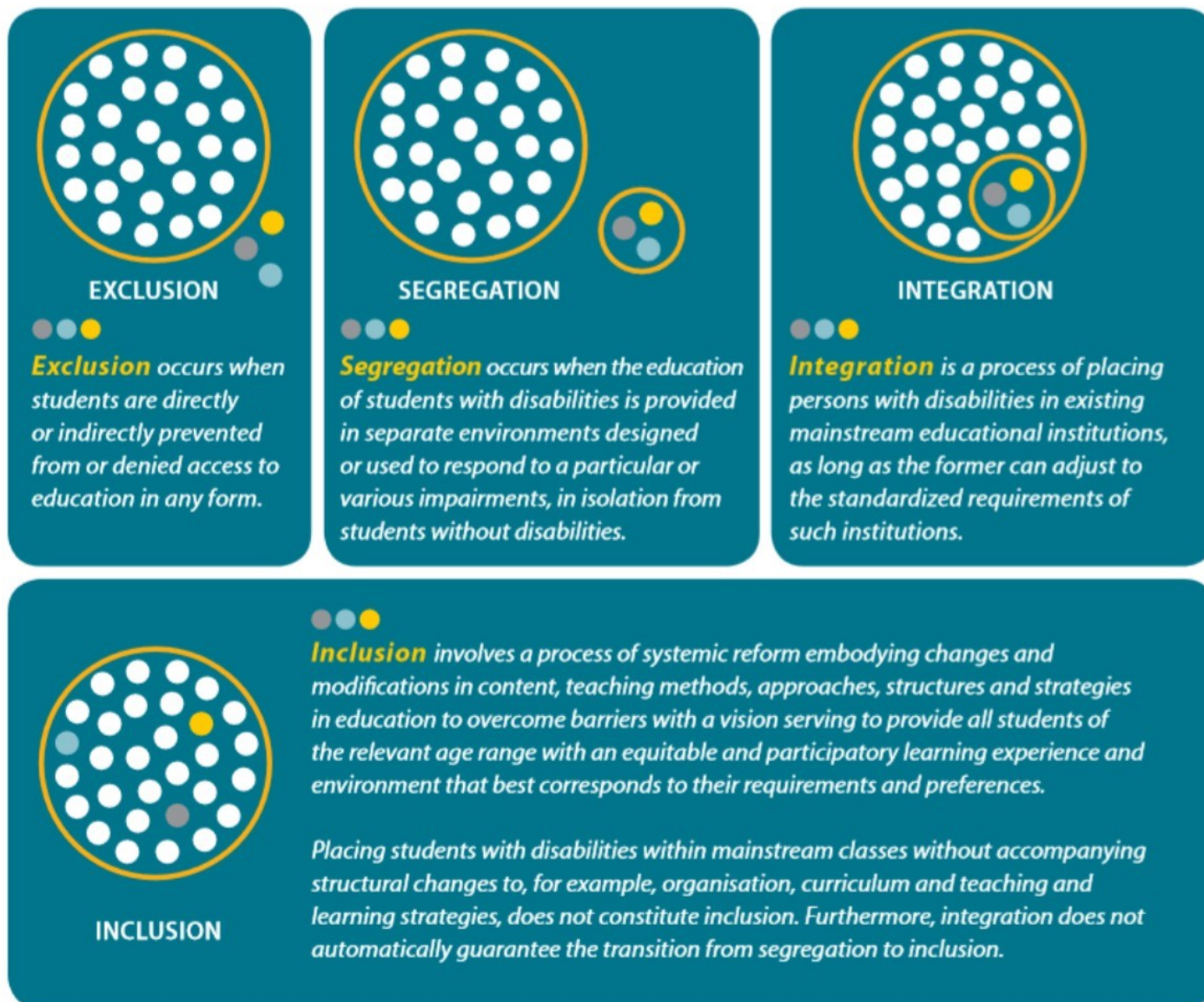


**QUEENSLAND  
COLLECTIVE**  
FOR INCLUSIVE EDUCATION

The **Queensland Collective for Inclusive Education** are a group of families who promote inclusive lives for our children with disability and work together to make inclusive schools a reality for all.

# What is inclusion?

Educational environments for students with disabilities range from a complete denial of formal educational services to equal participation in all aspects of the education system. For this paper, we describe the educational experiences of students with disabilities using the following four categories:



Source: United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4 (<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>)

# Inclusive Education

A human right  
Best for everyone  
Based on evidence  
Supported by law

*“Dream big, stand strong,  
be wildly proud of your precious child,  
and know that in choosing inclusion  
you are making a difference,  
not just for your family  
but for those who follow”.*  
Lisa Bridle, I Choose Inclusion 2011



**QUEENSLAND  
COLLECTIVE**  
FOR INCLUSIVE EDUCATION