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.

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.

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.

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.

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

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

Passionate about learning new things, and embrace change.

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

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

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

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.



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:



Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.



SEGREGATION



Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.



INTEGRATION



Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.

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





INCLUSION



Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically quarantee the transition from segregation to inclusion.

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