



Ministerial Advisory Committee: Children and Students with Disability

Principles of Inclusion for Children and Students with Disability in Education and Care

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What is MAC CSWD?

- Established by the Minister for Education and Child Development
- Minister's nominees & Institutional reps
- Range of activities to improve education for students with disability
- Terms of reference

<https://www.decd.sa.gov.au/department/about-department/maccswd>



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Why have Principles of Inclusion?

The majority of children experiencing a disability in South Australian schools attend mainstream schools and while the importance of inclusive practices at schools is being increasingly recognised, there is inconsistency in their application across educational settings (Australian Research Alliance for Children and Youth, 2013).



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Purpose of Principles

- Promote equity, access, opportunity and rights
- Reduction of discrimination
- Consistent criteria for inclusion to assess progress for
 - Sites
 - Sectors

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Inclusive behaviour and practices
builds inclusive behaviour and
practice

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Development of the Principles

- Collective experience and wisdom of MAC
 - As individuals
 - From representative perspective
- External bodies
 - Julia Farr Youth
 - Australian Association for Special Education (SA)
- Ongoing consultation



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Structure of the Principles

- Purpose and preamble
- Each Principle is followed by the statement:
This is/can be achieved by:
- Inclusion is Recognised in Practice
- Literature search/resources/additional reading



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The Principles

All children and students who experience disability have the *right* to:

- access and participate in education
- develop to their fullest potential and to be active, valued citizens in the community
- an appropriate & adequate allocation of resources to enable their right to access



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The Principles

All children and students who experience disability have the:

- *ability* to learn and the *right to exercise their* voice, choice and control in managing their own educational experiences.



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The Principles

All children and students who experience disability, their parents/carers/advocates teachers and members of the ECEC centre and school community have the *right to be safe* emotionally, culturally and socially and be treated respectfully



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The Principles

Everyone has the *responsibility for taking action* for inclusive behaviour



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The Principles

All children and students who experience disability, their parents/carers/advocates, teachers and members of the school community have the *responsibility to operate within the legal framework* provided by the Australian and South Australian Governments.

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Legal Framework

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005: On the same basis (Cth)
- Disability Services Act (SA) 1993
- Children's Protection Act 1993 (SA)
- South Australian Equal Opportunity Act 1984 (EOA)
- Education Act (SA) 1972

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- Department of Education and Training resources at:
 - <https://www.education.gov.au/students-disability>
 - <https://www.education.gov.au/disability-standards-education-2005>

Fact sheets

- [Fact Sheet 1: Disability Discrimination Act 1992](#)
- [Fact Sheet 2: Disability Standards for Education 2005](#)
- [Fact Sheet 3: Parental Engagement](#)
- [Fact Sheet 4: Effective Consultation](#)
- [Fact Sheet 5: Complaints Processes](#)

Attorney-General's Department Australian Government, (2005) *Implementing the Disability Discrimination Act Standards for Education: On the same basis*
www.ag.gov.au



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Compliance is achieved by

- leadership disseminating information in a timely and practical manner
- engaging with staff in regular, ongoing professional development on the meaning and implications of the legislation and their responsibilities.



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Inclusion is recognised in practice

Children and students who experience disability are successfully included in education when:

1. Leadership action is visible when:
2. *An ECEC/school audit is a measure of continuous improvement by providing data of current practice and achievement towards goals in terms of the Disability Standards of Education (DSE) 2005*

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Inclusion is recognised in practice

Children and students who experience disability are successfully included in education when:

3. *There is acknowledgement and celebration by:*
4. Social and emotional skills are developed as witnessed by:
5. *Educational goals are tailored for each child and student :*
6. Families/carers and children and students are:



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Inclusion is recognised in practice

Children and students who experience disability are successfully included in education when:

7. *Staff:*
8. Physical access accommodates the whole school community:
9. *School communications (internal and/or external) include:*



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Inclusion is recognised in practice

Children and students who experience disability are successfully included in education when:

10. Retention is high when children and students:
11. *Documentation is kept up to date so that:*
12. Appropriate resources, aids, assistive technologies and information are available:



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Where to from here?





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Questions? Comments? Suggestions?



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Let's be principled in our inclusive behaviour and practice in education and care



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A Principle is a fundamental truth that serves as a system of belief or behaviour or a chain of reasoning.

Principles are guidelines for ethical behaviour and practice.

Principles give practical expression to our values.

Let's be inclusive in education and care

