

**A STUDY OF INCLUSIVE EDUCATION:
ENGAGING ALL LEARNERS**

By

PATRICIA L. FIELD

**A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the
Requirements for the Degree of**

MASTERS OF EDUCATION

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ABSTRACT

This study, entitled *A Study of Inclusive Education: Engaging All Learners*, was conducted to present one teacher's approach to Inclusive Education in this time of educational change. An expanded definition of Inclusive Education, one that goes beyond the boundaries of disabilities and the gifted to include all forms of diversity within the classroom, was used in this study.

Based upon research in the areas of Multicultural Education and Inclusive Education, a conceptual framework and educational model was designed. This model initially called the **Pro-Active, Interactive, Empowering Approach to Inclusive Education (PIE)** and now entitled the *Field Model of Inclusive Education: Engaging All Learners*, is this researcher's endeavour to address classroom diversity in an appropriate and necessary way. By its design this model is inclusive of all students regardless of gender, age, ability, socio-economic standing and ethnicity. The active and meaningful engagement of all learners is the fundamental intent of this model.

Model implementation was conducted in a Senior 1 Social Studies class in an urban area of Manitoba. Qualitative data was collected through the use of student/teacher interactive journals and a teacher-researcher observational journal.

The implementation of this model on the pilot class was a success. Pilot students, regardless of ability or background, become a cohesive, caring group of teenagers. For most, their eyes were, in fact, opened to the wonder of diversity and to their own ability to work well with any and all students. The supports used in this model were sufficient in allowing every student in the pilot class to experience academic success, but what is of equal or possibly greater value is the fact that all of these students also experienced social/emotional success.

This model was able to meet the needs of this diverse classroom, supporting the initiatives established by Manitoba Education and Training and providing educators with some solutions to ever growing concerns regarding classroom range and diversity. Teachers facing any form of academic/linguistic range and diversity within their classrooms are encouraged to use and to adapt this inclusive model to meet the needs of their students.

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CHAPTER 1

Introduction

Personal History

It is the belief of this researcher that: knowledge is changeable; knowledge is experimental; knowledge is human-made; knowledge, in fact, is constructed. Knowledge construction is a significant component of the Pro-Active Interactive Empowering approach to Inclusive Education and to this thesis. For one to understand the 'knowledge' to which one is exposed, it is essential that one understands as much as possible about the constructor of that knowledge and to understand what is to be gained or lost by the knowledge that is constructed.

Reflection and personal theorizing is an effective way for knowledge constructors to identify and share their perspective. The 'Currere' perspective builds upon this concept of reflection and personal theorizing, and applies it to an educational setting. Currere, the verb form of curriculum, expands and changes the concept of curriculum, taking it from an organization of factual information to an active interaction between curriculum consumers and the curriculum. To achieve this active interaction, both the teacher and the learner must be able to reconceptualize their existence, both past and present, and use this reconceptualization to build on their future teaching and

learning. The curriculum, in fact, takes on personal relevance as it is used to explore and expand upon personal experience (Schubert, 1986, p.33).

In order to honour the beliefs of this thesis it is essential before reading further to try to understand the perspective through which this study or 'knowledge' is constructed. In order to be successful in accomplishing this the following paragraphs will take on the 'currere' perspective, allowing for and valuing the process of personal theorizing.

For the past seventeen years my teaching career focus has been one of advocate and facilitator for 'special students' in the public school system. These students include students with multiple handicaps, students who are at-risk or marginalized, and immigrant students using English as a second language. Fifteen years ago I was the sole female high school biology teacher within my school division. As such, I chose to assume the role of promoter of gender equity in non-traditional areas.

Multicultural Education was chosen as the emphasis in my graduate program within curriculum studies, and for years I attempted to bring all issues - ability, gender, ethnicity, age, and socio-economics under the multicultural umbrella. With my recent investigation into Inclusive Education, I would, and do argue that the educational goals and outcomes of achieving one's fullest potential for all

'special' students, as well as all 'regular' students, is best addressed through the Inclusive Education movement, and for this reason, I have chosen Inclusive Education as the umbrella term for the educational model I have designed.

Setting the Stage

In recent years much educational dialogue, debate and research has focused on the concepts of integration and mainstreaming, and Multicultural Education. The concept of high school de-streaming has become a Manitoba Education focus. These educational issues, trends and beliefs have found their way into educational research, professional journals, educational policy and, to some extent, into school practice.

Today, multi-faceted/multi-leveled classrooms are a reality in Manitoba schools. Initiatives in Inclusive Education brought about through integration, mainstreaming and de-streaming have produced classrooms where student diversity is widely varied. Legislation and divisional policies in these areas have ensured a pronounced 'special needs' component to the average public school classroom. Student diversity, however, is not a new phenomena. In reality, classrooms have been diverse for decades, but programming and pedagogy have not reflected this diversity. This lack of differentiated programming, in fact, led to the

devaluing of diversity, and has contributed to making Inclusive Education crucial.

Canadian immigration policies and the previous commitment of the Manitoba government to immigration have also had a profound impact on the makeup of the public school classroom in the province. These classrooms are now also ethnically, culturally and linguistically heterogeneous.

Introduction of the Research Problem

This thesis is based upon two beliefs:

1. The above mentioned inclusive and multicultural initiatives are contextually sound and provide a richer environment through which all students learn.

2. Legislation, educational policy and good intentions on behalf of educators do not always translate into schooling practice. Even though a diversity of students reflected in gender, ethnicity, ability levels, socio-economic standing, and age are physically included in our schools, our curriculum, pedagogy, and school practice do not automatically reflect the same degree of inclusivity.

The Research Problem

How can a classroom teacher approach a successful teaching/learning process so as to include, respect, and support all learners in a multilevel, multifaceted classroom? With this significant problem in mind, this thesis has two goals.

The first goal is to develop a conceptual framework through which the objectives of Inclusive and Multicultural Education can be met. This conceptual framework is presented in a model of education designed by this researcher that attempts to include, respect, and support student diversity. This model, called the *Pro-Active Interactive Empowering* approach to Inclusive Education (**PIE Model**), is this researcher's endeavour to address classroom diversity in an appropriate and necessary way. By its design this model is inclusive of all students regardless of gender, age, ability, socio-economic standing and background (Vide Appendix 1).

The PIE Model of Inclusive Education is based upon four fundamental principles: (1) Inclusive Education begins with the establishment of an inclusive learning environment; classroom climate and culture, the physical layout of the room, and the role of the teacher are all significant. (2) Pro-Activity exposes students to the concept of perspective training and knowledge construction. Students are encouraged to identify bias in the world around them and choose a

responsible way to address that bias. (3) Interactive learning addresses a variety of teaching/learning and organizational strategies that encourage all students to interact with their peers, their teachers and the community while interacting with the content of the subject area. (4) Empowerment is embedded into all components of the PIE model of Inclusive Education. Lessons are organized to honour both learning modalities and multiple intelligences. As well, students are actively involved in assessment strategies that empower.

The second goal of this thesis is to discuss the implementation of the PIE model of Inclusive Education on a Manitoba Senior level curriculum. Senior 1 Social Studies was chosen as this curricular area. Interactive journals were kept by students and teacher, and analysed throughout the semester as a means of data collection. As well, observations, anecdotal records, and researcher reflections were recorded in a teacher-researcher observational journal.

Inclusive Education - An Operational Definition

It is important at this time to define clearly how the term Inclusive Education is being used in this thesis. The vast majority of researchers [Baker, Wang & Walberg 1995, Barry 1995, Cohen 1995, Logan 1995, Schaumaker & Deshler 1995, Shanker 1995, Staub & Peck 1995] in the area of Inclusive Education see inclusion as a mainstreaming method

in educating children with disabilities alongside their non-disabled peers.

But, as Mara Sapon-Shevin (1995) states:

Inclusion and respect for diversity are not principles limited to students with disabilities or students with 'gifts'; differences in race, religion, ethnicity, family background, economic level, and ability are present in all classrooms (p.66).

This researcher agrees with Dr. Sapon-Shevin, believing that Inclusive Education goes beyond the boundaries of disabilities and the gifted to include all forms of diversity within the classroom, and, from this perspective, Multicultural and Inclusive Education objectives intersect. Inclusive Education is not limited to addressing the needs of students with a disability, but rather it addresses the needs of all students, making a point to include every student in the curriculum, the classroom and the school. Physically taking up space in the classroom is not, by definition, a form of Inclusive Education. Inclusive Education initiatives address the cultural, intellectual, social and emotional inclusion of all students.

For the most part, the underlying goals and desired outcomes of the Inclusive Education movement and the Multicultural Education movement are basically one and the same. The term Inclusive Education used throughout this thesis reflects this broader definition and is used to

address the needs of all students and is inclusive of gender, age, ability, socio-economic standing and background.

Significance of the Study

The significance of this study is that it looks at a pragmatic way for the educational practitioner to approach education in the 1990s and into the twenty first century. As the make-up of the public school classroom changes so must the educational practices of that classroom and school. One must not lose sight of the fact that Canada, as outlined by our federal legislation, is expected to treat and give equal benefits to all people. The Canadian Charter of Rights and Freedoms asserts that every individual is equal before and under the law and has the right to the general protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, gender, age, or mental or physical disability (Section 15 (1) Constitution Act - Canadian Charter of Rights and Freedoms, 1982).

On a provincial level, Manitoba has recently legislated changes in education that have caused typical Manitoba secondary classrooms to become even more diverse. Teachers at this level are faced with the two-fold challenge of meeting raised provincial expectations for students, culminating in provincial standards tests, while still

meeting the needs of heterogeneous groups that could be extremely diverse. The PIE model of Inclusive Education provides teachers with an approach to teaching and learning that includes, supports and respects all learners while maintaining high classroom and academic standards. Through the use of the PIE Model of Inclusive Education, educators scrutinize their educational practices in terms of:

- (1) Pro-active learning through knowledge construction,
- (2) Pro-active citizenship and identification of bias,
- (3) Interactive learning activities,
- (4) Interactive teaching strategies, and,
- (5) Empowerment through recognizing multiple intelligences, learning modalities, and using appropriate assessment strategies.

The PIE model of education is not designed as a blueprint for curriculum implementation. By its very nature, it cannot and is not organized as a step-by-step user's manual. Student profiles and student needs, school and classroom profiles, community/school involvement, and teacher perspective and training are all key elements in this approach and influence the way it is implemented in the classroom and in the school.

The implementation of the PIE model should be viewed as a journey rather than an end product. Variables along the route of this journey will shape and influence the process of implementation. The PIE model is seen more in terms of a

fundamental belief that education must be equitable for all students. It must actively involve and engage all students and it must prepare our future global citizens to be proactive in terms of civic responsibility.

Delimitations

The PIE Model of Education can be applied to any educational level and any subject area. This study observes and assesses the implementation of this model in only one curricular area at one level. It is not the intent of this study to single out any specific ethnic group, gender or specific disability but rather to look at ethnicity, gender and ability in more general terms.

Limitations

Research for this study, wherever possible, has been conducted in a Canadian context. Still, many of the references made are foreign to Canada and have been applied to the Canadian educational system. The application of the PIE model was limited to one curricular area. This model was applied in one urban senior level school. These limitations influence the ability to generalize from this study.

Overview of the Study

Chapter 2 reviews the literature relevant to this study. Two specific areas are critiqued. Literature

pertinent to Inclusive Education and Multicultural Education is studied, with common issues, goals, and outcomes discussed. A Manitoba education perspective is included.

Chapter 3 focuses on the introduction and application of the Pro-Active Interactive Empowering approach to Inclusive Education. The PIE approach to Inclusive Education is intended to be holistic education at its best in that it addresses both what is taught and how it is taught. It is equitable education for all students and focuses on the application of an inclusive perspective to all curricula and schooling in general.

As an all-encompassing curricular approach to teaching and learning, the PIE approach views curriculum as more than just content. Curriculum refers to all aspects of teaching and learning, to both the overt and the covert learning that occurs in our schools.

Chapter 4 looks at research in the area of Social Studies and discusses the application of the PIE Model of Inclusive Education to Social Studies.

Chapter 5 outlines the implementation method used in this study. For the purposes of this study, Senior 1 Social Studies has been chosen even though this model can be applied to any teaching/schooling situation. A profile of the school and class under investigation is also included.

Chapter 6 outlines general and specific observations and findings. Researcher observations and reflections as

well as data collected through the student interactive journals are included in this chapter.

Finally in Chapter 7, recommendations and possible applications of the PIE Model of Inclusive Education are discussed.

CHAPTER 2

Review of Literature on Inclusive Education

Education in Manitoba is in the throes of incredible change. Through the creation and publication of Manitoba Education's Meeting the Challenge (1992) and more recently Renewing Education: New Directions, A Foundation for Excellence (1995), secondary school destreaming and the move towards inclusion have been catapulted from educational theory to today's reality.

An Inclusive Education movement is also well underway through American legislation. Goals 2000 and the Improving America's Schools Act of 1993 calls for an inclusive approach to achieving higher educational outcomes for all students, including those with special needs (Baker et al. 1995, p.33).

Locally, Winnipeg's largest school division, Winnipeg No. 1, began the groundwork for an Inclusive Education movement in 1978 with their integration initiatives at Lord Roberts School. Presently, Winnipeg No. 1 and many other school divisions in Manitoba are exploring the concepts of full and partial inclusion.

The Winnipeg School Division No. 1 has reached an important crossroads in how it approaches the education of exceptional students. The integration of exceptional students in regular classrooms has been a policy of the Division for 20 years. A review of its special

education programming in 1988-89 revealed that many exceptional students were still being served in special programs and classes. In order to achieve its policy goal of integration, the Division intensified efforts to develop the capacity of neighbourhood schools to serve exceptional students by bringing services to students (Winnipeg School Division No. 1 1994-1995 Formative Review Special Education Programming, p.1).

It is important to note that Inclusive Education and integration are not one and the same. Inclusive Education takes the concepts of integration, mainstreaming and destreaming to greater heights by suggesting that it is no longer acceptable for students with special needs to be merely a physical presence in the room; they must be actively included in classroom life and activities.

The term 'integration' is often used interchangeably with the term 'inclusion' but they are not synonymous. Integration and inclusion both concern the placement of exceptional students in regular school environments. However, integration is a principle; it is not a model for delivering services. Integration is one aspect but not the whole of what is meant by 'inclusion' (Winnipeg School Division No. 1 1994-1995 Formative Review Special Education Programming, p.1).

Inclusivity is the belief that all children can be educated in the regular classroom in their neighbourhood school. It is the belief that the best learning environment for all students is in the regular class with students their own age. It is the idea that classrooms should represent the diversity of the community at large and should prepare all students to be members of that community.

As a result of previous immigration policies, integration and mainstreaming procedures, and the recent destreaming initiatives that are moving Manitoba towards Inclusive Education, the average Manitoba public school classroom is not just diverse, it is multi-leveled and multi-lingual. Changes in class make-up are even more pronounced at the secondary level where streamed and segregated classrooms have been common place. Many teachers at this level are now forced to rethink completely their teaching perspective and their practice.

Inclusive Education in Manitoba: A New Direction

In June of 1995 Manitoba Education and Training put forth a paper entitled Renewing Education: New Directions, A Foundation for Excellence that changes the basic foundation of secondary education. This policy was followed shortly by three support documents that discuss the move in Manitoba towards the inclusion of three special groups of students into the regular senior years program.

(1) Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years, "provides information about implementing inclusive educational opportunities for Senior Years students who require individualized programming within age-appropriate school and community environment" (p.1).

(2) Towards Inclusion: A Handbook for ESL Course Designation, Senior 1-4, "provides information about implementing inclusive educational opportunities for Senior Years English as a Second Language (ESL) students" (p.1).

(3) Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4, "provides information about implementing inclusive educational opportunities for Senior Years students with significant cognitive disabilities through curriculum modifications" (p.1).

The message in all three documents is virtually the same. Whether the student is learning English as a second language, requires modification of more than 50 percent of the regular academic program due to significant cognitive difficulties, or requires entirely unique programming due to extreme cognitive difficulties, s/he is entitled to be included in the regular school system and in many cases in the regular classroom. This concept is not new at the elementary level, but is seen only rarely at the secondary level.

Individualized Educational Plans (IEPs) or Individual Transitional Plans (ITPs) are written for students who fall in one of these three categories. IEPs and ITPs are designed to direct educational and life skills programming for the student, and are written through teacher, parent and community collaboration. In most cases, students with IEPs and ITPs are provided with some kind of support system and

support dollars. These students are not required to write provincial standard exams.

Students on Individualized (I) or Modified (M) plans do not have to be members of the regular classroom system (entitled 'F' for foundations), but these documents rather strongly suggest that education in this province is moving towards this form of Inclusive Education. Students designated as E (ESL) are expected to be members of the regular (F) classroom system (Vide Appendix 2 for an overview of the documents).

Teacher reaction to these documents is mixed. On one hand, the concept of supported inclusion for students with special needs is long overdue at the secondary level. On the other, these provincial directives fail to address and include a large portion of students. Students with learning disabilities, students with behaviour disorders, and students with emotional concerns, to name just a few, have fallen into a very grey area of uncertainty. Many of these students have come to the secondary system from sheltered specialized support programs. According to our new directions, these students are expected to follow the regular (F) program without modifications and likely without supports. They are expected to write the provincial standard exam upon completion of the course.

The educational needs of these students would be met through resource-based learning, differentiated instruction, curriculum integration and extended time lines:

"Resource-based learning involves the meaningful use of a wide range of appropriate print, non-print, and human resources in ways which reflect the principles of teaching, learning, and assessing" (Renewing Education, p.17).

"Differentiated instruction refers to the wide range of strategies, techniques, and approaches that teachers use to support student learning and to help each student, whether less able or highly able, to achieve high expectations and to realize his or her potential" (Renewing Education, p.17).

Curriculum integration suggests that "student learning outcomes may elaborate on connections with other areas of learning such as other subject areas or community/home experiences" (Renewing Education, p.18).

According to Renewing Education, future curriculum documents will incorporate an aboriginal perspective, gender fairness, appropriate age portrayals, human diversity, anti-racist/anti-bias education and sustainable development.

Under Renewing Education, dedicated secondary teachers will be forced to redefine their roles in the teaching/learning process, to expand upon teaching strategies and to incorporate a wide range of approaches and assessment tools. All of these will be essential not only to meet the needs of the integrated 'E', 'I' and 'M' students

in their classroom, but also to program effectively for those 'grey area' students. These students may in fact present the greatest educational challenge as they are expected to meet the same standards as the 'regular' students without the unique programming and supports that are afforded to the other included students.

Defining Inclusive Education

Inclusive Education is a frame of reference, a way of viewing education and the educational rights of children. It is a way of valuing all learners and of making a commitment to the future of all students. "The underlying assumption, however, is that inclusion is a way of life, a way of living together, based on a belief that each individual is valued and does belong" (Falvey, et al., 1995, p.11).

As mentioned earlier, the vast majority of researchers in the area of Inclusive Education sees inclusion as a method of educating children with disabilities alongside their non-disabled peers (Barry 1995, Cohen 1995, Shanker 1995, Baker, Wang & Walberg 1995, Staub & Peck 1995, Logan 1995, Schaumaker & Deshler 1995). These researchers build upon this simplistic definition by stating that truly inclusive practices only happen when otherwise excluded students are active members of their class and their school. In inclusive environments these students and their new peers

become dynamically involved in the learning process together.

A school [classroom] is not truly inclusive unless every student, including those with significant learning, behavioural, and physical disabilities, can participate in learning and strive toward challenging outcomes. It is a school where all students belong, are valued, can do quality work, and can learn with others who are different from themselves. The result is a richer experience for everyone involved (Jorgensen, 1995, p.54 & 55).

The practice of placing students normally excluded into a regular stream classroom does not by itself define inclusion. Inclusion will become well defined by what happens after the student has joined that class. Schumaker and Deshler (1995) have outlined five outcomes that meet the criteria for responsible inclusion. They are:

- 1) Students are integral members of the learning community and are not singled out for special treatment.
- 2) Students' achievements are commensurate with average or above average classmates, and they do not receive passing grades as gifts.
- 3) Students do not depend upon others for their success. They function independently or interdependently as members of the learning community.
- 4) Students do not negatively affect classroom instruction.
- 5) Students, parents, and teachers are satisfied with the outcomes of the learning situation (Schumaker & Deshler, 1995, p.51).

In reality, Inclusive Education that is true to these definitions requires change; change in attitude and perspective, change in school structure and organization,

change in the teaching/learning process, as well as change in assessment procedures.

Inclusive Education and Multicultural Education: A Common Perspective

Many researchers in the area of Inclusive Education are also realizing that the goals and aspirations they have for special needs students are similar if not identical to the goals and aspirations many Multiculturalists have for culturally, ethnically and linguistically diverse students (Wang, et al., 1995, Sapon-Shevin as cited in O'Neil, 1995, Shanker, 1995, Udvari-Solner & Thousand, 1995). "When the underlying goals of a multicultural approach are examined, they fit well with the ideological framework of inclusive education" (Udvari-Solner & Thousand, 1995, p.90).

These goals include an equal opportunity for a rich, rewarding and challenging education, an opportunity to be an active member of a diverse learning group, an opportunity to be respected as a valued member of a regular class in a neighbourhood school and an opportunity to be best prepared for the diverse community which all students will enter upon leaving school.

We know that the world is an inclusive community. There are lots of people who vary, not only in terms of disabilities, but in race, class, gender, and religious background. It's very important for children to have the opportunity to learn and grow within communities that represent the kind of world they'll live in when they finish school. Inclusion is consistent with

multicultural education, with wanting to create a world in which many more people have opportunities to know, play and work with one another (Sapon-Shevin as cited in O'Neil, 1995, p. 7 & 11).

Winnipeg School Division No.1 also values this broader view of inclusion by encouraging its schools to use the ideology of inclusion to meet the needs of a wide range of students.

Unlike integration, which was a change initiated and largely implemented by special education personnel, inclusion challenges schools to reinvent themselves as flexible, creative learning environments that include and are responsive to a full range of human diversity, including disability, race, culture, learning style, intelligences, personal preference, socioeconomic class, and family and community priority (Winnipeg School Division No. 1 1994-1995 Formative Review Special Education Programming, p. 2).

Multicultural/Anti-racist advocates have several good reasons to be supportive of the Inclusive Education movement. Statistics show us that there is an disproportionate number of minority children placed in special education classes. Through Inclusive Education initiatives the number of segregated special education classes will be reduced. With this, many minority children will be given their rightful opportunity to be schooled in a regular classroom.

There is often a larger number of minority children in special education - especially classes for learning disabled - than their numbers in school population would seem to warrant. This, some minority advocates believe, indicates that special education classes are

being used to resegregate schools. As a result, many members of minority groups are vocal supporters of inclusion (Shanker, 1995, p.21).

Inclusive Secondary Schools

Due to political pressure, societal problems, the shrinking global world, the technological age, and diversity within the classroom, most secondary schools are in the throes of incredible change. These changes are both systemic and procedural.

For many secondary level educators, students were viewed as empty vessels to be filled; bank accounts in need of deposits. Teachers were seen as vessel-fillers or bank-depositors. The dominant educational belief was, and often still is, that of teachers possessing content and acting as a filter through which all content passes on its way to a classroom of students. Teacher-centred classrooms were and still are predominant with a lecture style of delivery dominating. Secondary school restructuring is challenging this fundamental perspective around which secondary schools have been based.

The teacher-centred approach is now being contested by advocates of a student-centred approach. A student-centred approach seeks to promote such things as learning-to-learn, critical thinking, problem-solving and cooperative learning. There is no question that unique concerns and problems face secondary teachers as they move away from the tendency to

teach curriculum and move toward the idea of teaching students.

The challenge to meet the needs of an academically and behaviorally diverse class can be especially great in secondary schools. While elementary students are expected to master rudimentary skills in reading, writing, and math, secondary students are expected to independently use these skills in combination with more sophisticated strategies to learn large amounts of information. Because most secondary teachers work with more than 125 students daily, the amount of contact time between teachers and students is often limited. Further, requirements for graduation, college entrance, and vocational education all have a significant impact on the pressures that secondary teachers experience (Schumaker & Deshler, 1995).

Inclusive Classrooms and the Role of the Teacher

Classroom climate and culture play a large role in establishing a truly inclusive classroom. This culture must be based upon two fundamental beliefs.

First, the concept of respect must be ingrained in all aspects of the classroom. Respect must be present in all student/student, student/teacher interactions. It must be built into the teaching/learning relationships in terms of both curriculum pedagogy and curriculum content. Students who are interacting in a reality of respect will learn to be supportive class members, willing to both give and receive peer assistance.

To help classrooms with heterogeneous class membership to function smoothly and to foster good citizenship values, there is a need to assist and encourage students to learn to recognize others' needs and to

support each other whenever possible (Stainback, 1989, p.133).

Secondly, the concept of honouring diversity must be present within the classroom. Diversity is honoured in a multitude of ways, including the visuals displayed in the room, the choice of material, the visitors to the classroom and the physical layout of the room. Students spend a lot of time in their classrooms. What surrounds these students tells them what the teacher values and does not value.

Since heterogeneous classrooms have students with diverse needs and learning characteristics, such classrooms also need to be physically organized so that a variety of different types of instructional and related activities can easily occur. Classrooms that are organized to accommodate only one type of instructional format such as the lecture format are usually not very conducive to meeting diverse learning needs and styles (Stainback, 1989, p.140).

Mara Sapon-Shevin (1990) believes that an inclusive classroom is built on the concept of cooperation. Competitive symbols such as star charts, reading grades out loud and bulletin boards with only the best work displayed are eliminated. All students have their work displayed and honoured. Classrooms built on cooperation use inclusive language like "class", "students" or "we", and rarely focus on individuals or groups within the class; girls, boys or the 'red group' should not be singled out for special treatment (p.67).

Even though the teacher is a key player in an inclusive classroom, his/her primary role is not one of content distributor. On the contrary, inclusive teachers act more as learner facilitators by decreasing the teacher-centredness of their classroom in favour of a more student-centred environment.

In heterogeneous classrooms, teachers often assume a greater role as organizers and facilitators of learning within instructional settings, rather than attempting to function as a continuous source of direct input and supervision for students as passive receivers of information (Stainback, 1989, p.133).

"We have found in one study of elementary classrooms that the teacher engages in as many as 100 interpersonal exchanges each day" (Jackson, 1968, p.11). This demonstrates the kind of conscious and subconscious power the teacher holds. Inclusive teachers know that their interaction with a diverse student group is a powerful teaching tool and they use this tool to model respect. They are aware that they may be reproducing and reinforcing stereotypes by what they say or do as well as by what they do not say and do not do. The kind of treatment that students with special needs receive sends a loud and powerful message to all students. Teachers may, in fact, be sending gender, racial, ethnic, and ability biases by their words or actions without intending to do so.

Teachers concerned with creating classrooms in which all students are fully included tend to emphasize the social atmosphere of the classroom and take active

steps to teach and model respect for differences (Sapon-Shevin, 1995, p.66).

Inclusive Education initiatives move beyond the simpler notion of integration to the concept of community building. "One of the essential features of an inclusive school is a cohesive sense of community, accepting of differences and responsive to individual needs" (Sapon-Shevin, 1995, p.65).

These [inclusive] classrooms have a different look and feel about them. There are no neat rows of desks - desks are in groups of four to encourage student interaction. Students do not remain seated - groups huddle around a computer, hunch over tables filled with reference books, and sit on the floor planning, storyboarding, organizing. Teachers are not at the front of the room - they, too, huddle, hunch and sit on the floor as they facilitate groups. The noise level is often high, but listen in on each group and hear the discussions. Students and teachers are focused, on-task, and excited about teaching and learning (Sheppo et al. 1995, p. 84)

Inclusive teachers must make a decision to work actively to create an inclusive environment that fosters a high level of respect and honours diversity.

Practices in Inclusive Education

Inclusive Education initiatives are concerned with both what is taught and how it is taught. As mentioned earlier IEPs (Individual Educational Plans) and ITPs (Individual Transition Plans) are written collaboratively for students requiring modifications of existing curricula or students requiring entirely unique programming. For these students the 'what' of teaching is addressed through their individual

plans. In some cases these plans also address the 'how', but often the 'how' is left up to individual teachers. The 'how' of teaching is paramount to the success of Inclusive Education.

One cannot underestimate the importance of pedagogical choice in Inclusive Education. To assume that only what you teach is the key to success is to lose the basic nature of Inclusive Education. Educational practice carries with it a very strong message about power, authority, respect and what is important to learn and what is not so important. To underestimate the impact of that message would be detrimental to inclusivity. "...pedagogy is not politically neutral. It carries its own messages. It puts teachers and students into certain roles. It values some experiences while ignoring or condemning others" (Osborne, 1991, p.13).

Research in the area of Inclusive Education concurs with the research presently being carried out in other areas of education. Inclusive Education researchers are investigating the same 'sound' education practices as are their general education counterparts (Ascher 1992, Johnston et al.1995, Jorgenson 1995, Sapon-Shevin 1995, Sheppo 1995, Schumaker & Deshler 1995, Udvari-Solner & Thousand 1995).

These 'sound' practices include cooperative learning, critical thinking and problem solving, appropriate assessment, multi-leveled programming, multiple intelligences and attention to various learning modalities.

A lot of the 'best' practices that are now being advocated - authentic assessment, portfolios, and emphasis on critical thinking, collaborative planning, teamwork - they're all absolutely complementary and part and parcel of the inclusion program (Sapon-Shevin as cited in O'Neil, 1995).

The belief is that good education is good education, whether you are planning for and working with heterogeneous or homogeneous groups, whether the ability and linguistic range within the group is wide or narrow. By taking this approach, Inclusive Education is attempting to outline how best to meet the educational needs of all students within the regular classroom.

Pro-Active Practices in Inclusive Education

Knowledge Construction

Many schools throughout the United States and Canada are challenging segregated or streamed school structures and are establishing their own approach to Inclusive Education. At Lincoln School in Springfield, Illinois, inclusion is promoted through three agendas for reform. First, education is presented through thematic integrated curriculum. Second, students are encouraged to become active learners by constructing their knowledge through interaction with others and with tools. Third, media technology is incorporated into integrated curriculum to encourage further active student learning (Sheppo et al. 1995, p82).

Alice Udvari-Solner and Jacqueline Thousand (1995) believe that Constructivist Learning and Inclusive Education are mutually supportive. "Conceptualizing curriculum and instruction from a constructivist vantage point intersects productively with the practice of Inclusive Education" (p. 92). It is their belief that teachers need to realize and factor into their teaching the idea that different students enter the school system with different knowledge. This knowledge base is dependent upon their background, experience and cultural practice and will shape how these students view new knowledge.

Underpinning their theories [Constructivist Learning] is the idea that knowledge is not quantitative but interpretive and must develop in social contexts of communities and communicative interchange (Peterson and Knapp, 1993, as cited in Udvari-Solner & Thousand, 1995, p.92).

In an article entitled "Memo to Constructivists: Skills Count, Too" Karen Harris and Steven Graham reminded educators that although a constructivist approach does have many benefits for students, it is not to be used in an exclusive way. The authors also remind educators not to lose sight of the need for essential skill development through direct teaching. They see this as particularly true when planning for inclusive classes.

We strongly support integrated constructivist [curriculums] and authentic learning environments.

But, we firmly believe that we must provide explicit, focused, and, at times, isolated instruction to the extent needed - and integrate it into the larger literacy context (Harris & Graham, 1996, p.26).

The concept of knowledge construction promoted as an inclusive practice at Lincoln School is also considered an essential component to equitable multicultural programs (Applebee, 1989, Graff, 1992, Banks, 1994, Allingham, 1992, Mukherjee, 1992).

James Banks, Professor of Education at the University of Washington, Seattle, has written numerous books and articles on Multicultural Education. He believes that Multicultural Education should be based upon the ideal of freedom for all students. "A sense of freedom that Multicultural Education promotes is providing students with the skills to participate in social and civil action to make the nation more democratic and free" (Banks, 1994, p. 82).

This freedom comes from the ability of students to view material critically, to identify bias, to understand how knowledge is constructed and then eventually build their own knowledge.

Knowledge construction is a powerful idea in Multicultural Education because it can be taught in all disciplines and content areas. It can guide the development of activities and teaching strategies that will enable students to build their own interpretation of the past, present, and future (Banks, 1994, p.57).

This pro-active approach to Inclusive Education encourages all students, including gifted students, to use prior knowledge to support learning, to want to learn, to want to take the next step and investigate the topic further, to involve all students actively in the learning process, and to give students permission to construct their own knowledge.

"At Amherst, New Hampshire's, Souhegan High School, provocative questions that can be answered at many levels are at the heart of the inclusive, interdisciplinary curriculum" (Jorgensen, 1995, p. 52). Through the use of 'Essential Questions' this high school attempts to hook all students into being pro-active about their learning.

Essential questions are designed to create a unified curriculum in which all students can learn. They have no one right answer, all students can answer them, they enable all students to learn, they involve thinking, not just answering, they make students investigators, they are proactive - they hook students into wanting to learn, they require students to connect learning from several disciplines, they challenge students to demonstrate that they understand the relationship between what they are learning and larger world issues, they enable students to begin the unit from their own past experience or understanding and they build personalized options for students (Jorgensen, 1995, p.53 & 54).

In a similar vein, a pro-active multicultural approach to curricula allows students to "identify, examine, and clarify their values; consider value alternatives, and make reflective value choices they can defend within a society in which human dignity is a shared value" (Banks, 1994, p.77).

Identifying Bias and Responsible Citizenship

Students exposed to the concept of knowledge construction are being given the tools to become pro-active citizens, to view their world with a critical eye and to make responsible decisions about social action. In particular, these students can identify the bias and discrimination that surrounds them and will have the knowledge and the desire to question that bias.

Care must be taken to ensure that curriculum content emphasizes equality and provokes a questioning attitude. There must be more to curriculum reform than its content. Teaching methods as well as content selection must be attended to if good practice is to be established. It is important to plan carefully and ensure that themes include opportunities for critical questioning, reference to social justice, involvement in the community, attention to global concerns, and consideration of similarities and differences between peoples of the world, all within a co-operative and collaborative learning context (Blackledge, 1992, p. 42).

This anti-bias approach to education not only advocates teacher awareness to bias, but also trains students to identify and combat bias within the material they read, as well as within the lives they lead. This approach expects that teachers will look at take-it-for-granted school activities that might reinforce stereotypes and bias. Activities such as Halloween may in fact be bias-laden.

Anti-bias curriculum incorporates the positive intent of multicultural curriculum while avoiding the 'tourist approach'. It provides a more inclusive education:
(a) It addresses more than cultural diversity by including gender and differences in physical ability:

(b) It is based upon children's developmental tasks as they construct identity and attitudes:(c) it directly addresses the impact of stereotyping bias and discriminatory behaviour in young children's development and interactions (Derman-Sparks, 1989, p.7/8).

Simply putting differently abled or ethnically diverse children into the same classroom does not ensure equality of their educational experience. The educational system must empower all students by encouraging their interactions with a level of knowledge and comfort. The system must realize that many groups are disadvantaged by omission. They are simply left out, not presented in the classroom or the material used.

However, fostering anti-bias attitudes towards disability and empowering children with disabilities requires much more than being together in the classroom. Children with disabilities need to see themselves reflected in the world around them. They need acceptance for who they are and an environment that fosters their autonomy and the development of alternative modes of interaction with the world (Derman-Sparks, 1989, p.39).

Pro-active learning and pro-active citizenship can be seen at any educational level. At Gwinnett County Public Schools in Georgia they have learned that "the decision to include students with severe disabilities in the regular classroom has resulted in learning that exceeds all expectations" (Logan et al., 1995, p. 42). Primary students from this inclusive environment actively took on the role of

advocate for their new classmate and friend. Their advocacy hit all levels - community, state and nation.

As advocates for their friend with disabilities, these 1st graders (now in third grade) were inspired to reach out to the community, the state, and the nation. As word spread about Katie's class and the work the kids were doing as advocates for people with disabilities, the students began to feel empowered as learners (Logan et al. 1995, p.42).

Using a pro-active approach to Inclusive Education allows students to view events and their world critically, to understand that knowledge is constructed, to be able to construct one's own knowledge and to act in a civically responsible fashion in response to bias. This bias may be gender related, ethnically related or ability related.

As was seen in the Georgia school mentioned above, students in Katie's class were able to construct their own knowledge about Katie's disability, to make their own decisions about the importance of this inclusive environment for Katie's development and for their own, and to have the knowledge and desire to become her advocate.

They [Katie's classmates] took on the role of advocate, telling anyone who would listen that Katie needed to be with them to develop social, communication, and academic skills. They, in turn, became aware that Katie was teaching them many things - for example, that all people are different, that everyone has distinct strengths and weaknesses, and that we all might need help from one another at various times. Ultimately, we hope that they will take with them the lesson that issues, events, and systems are interrelated and that their actions can have an impact on the world (Logan et al. 1995, p.43 /44).

Interactive Practices in Inclusive Education

Cooperative Learning

Competitive learning environments, environments based solely upon competition, are contrary to the principles and goals of Inclusive Education. On the other hand, building a class completely dependent on individualized programming where all students strictly do their own thing is also contrary to the goals of Inclusive Education. In an inclusive classroom cooperative learning replaces both solely competitive and completely individualized programming.

Cooperative learning strategies have proven effective in assisting teachers to meet a wide variety of curricular needs while fostering positive social relationships between students of differing backgrounds and abilities. Traditional classroom models have focused on individualistic and/or competitive learning experiences (Falvey et. al., 1995, p.153).

Cooperative learning, one example of interactive learning, meets both a social and academic goal. Students are mixed according to any number of variables including ability, ethnicity, gender and/or age. This form of grouping and regrouping encourages the development of familiarity, understanding and respect. As well, cooperative learning requires the rearrangement of seats and the physical movement of students within the class. This is especially important at the secondary level where the 'outer-edge' student is often the one most in need of inclusion.

The rich diversity of the population of the public schools provides unique opportunities for people of many different backgrounds to develop a lifelong appreciation of others. The research evidence demonstrates that in schools of diverse population, cooperative small group learning builds respect for others regardless of race, creed, colour, sex, or background. Reviewing the research, Robert Slavin in his article 'Cooperative Learning' (Review of Educational Research Summer 1980) concludes that fostering interracial co-operation is by far the most effective means of improving racial attitudes and behaviours in schools (Clark, 1990. p.4).

There are numerous examples of cooperative learning activities that are used in many classrooms. Appropriate activity choice is based upon the expected outcomes of the lesson, class demographics, the social skill to be developed and external limitations of time and space. Bruce Wellman (1995) outlines five essential attributes that must be present when choosing a cooperative learning activity :

- (1) groups are heterogeneous,
- (2) group interdependence is built in,
- (3) individuals within the group are held accountable (the level of accountability may vary depending upon ability/linguistic levels),
- (4) group member interaction is present, and
- (5) social skill training is built in (p.12).

Cooperative learning is valued by numerous teachers at all educational levels. The value of this strategy is even more pronounced in an inclusive classroom. Cooperative learning encourages all students, regardless of ability, to interact in a meaningful way with the course content or with

learning outcomes while at the same time practicing and modeling the ideals of active inclusion.

Cooperative learning that is based upon sharing and equity expects each group member to share the tasks and jobs in an equitable way. This builds group consensus and encourages students to resolve conflict in a responsible way.

Cooperative learning allows the classroom to be transformed into a microcosm of the diverse society and work world into which students will enter and a place for acquiring the skills to appreciate and cope with people who initially might be perceived as different or even difficult. Within this context, students learn what a society in which each person is valued would be like (Udvari-Solner & Thousand, 1995, p.100).

Other Interactive Teaching and Learning Strategies

In his manual entitled Creating High Challenge Classrooms, Bruce Wellman (1994), Director of Science Resources (Lincoln, MA) and a Senior Associate with the Institute for Intelligent Behaviour (Berkley, CA), outlines and describes numerous learning activities and teaching strategies that foster the development of inclusive classroom communities, allowing for the potential range of diversity within each classroom, while developing high levels of cognition. For Mr. Wellman there is more to creating a high challenge classroom for all learners than simply employing a variety of strategies and activities. Attention must be paid to setting the scene in the classroom

and to structuring a cooperative environment. In his manual, Mr. Wellman discusses and illustrates gradual ways to build a cooperative environment within the classroom.

Mr. Wellman envisions the 'Teaching-Learning Cycle' as having three unique components: Activating and Engaging, Organizing and Integrating, and Exploring and Discovering. With attention to these three components the classroom will be highly challenging and interactive for all students. Scaffolds are built into the Teaching-Learning Cycle so as to support all learners and to encourage the development of higher level thinking skills.

Graves, Graves and Braaten (1996) support the use of scaffolding in inclusive classrooms. "We believe that scaffolding can be used more deliberately, particularly with classes that embrace students with a broad range of backgrounds and abilities" (p.14).

Scaffolds are forms of support provided by the teacher (or another student) to help students bridge the gap between their current abilities and the intended goal. Scaffolds may be tools, such as cue cards, or techniques, such as teacher modeling. Although scaffolds can be applied to the teaching of all skills, they are particularly useful, and often indispensable, for teaching higher-level cognitive strategies. The support that scaffolds provide is both temporary (Tobias 1982) and adjustable. Scaffolding gradually decreases as the learning process unfolds and students become proficient (Rosenshine & Meister, 1992, p.26).

Many educators question the validity of Inclusive Education by stating concerns about the quality of education

that average and gifted students would receive in an inclusive environment. Techniques like scaffolding provide an opportunity for the gifted students to develop higher level cognitive strategies while providing the support other students may need to experience success.

Wellman and Lipton (1995) have suggested numerous strategies and activities to foster the development of each component of their Teaching-Learning Cycle. This cycle is also supported by ongoing assessment strategies, authentic tasks, and interactive group work and can be used for students of varying abilities and linguistic levels (Vide Appendix 3 for an overview of the Teaching-Learning Cycle).

Multi-Level Programming

Multi-level programming is not new. In fact, this approach to teaching and learning has been around since the time of the one-room school house when all children were educated in their community school.

Multi-level instruction does not require the teacher to plan and prepare a vast number of different lessons in order to meet the needs of a diverse group of students. Rather, multi-level instruction builds levels into the same lesson and allows all students to interact with the content in a meaningful way. These various levels are in place to meet the diverse ability and linguistic levels of the students within the class.

Multi-level instruction (Shulz and Turnbull, 1984) is based on the premise that one lesson will be taught to the whole class. It is an approach to planning that assumes the individualization, flexibility and inclusion of all students regardless of their personal level of skills. It allows the teacher to plan for all students within one lesson, thereby decreasing the necessity for separate programs while allowing the teacher to weave individual goals into the classroom content and instructional strategies (Collicott, 1991, p.191).

Multi-level programming is not subject-area specific and can be used in any subject area at any level. It requires a commitment on the part of teachers to expand their teaching repertoires to incorporate new approaches and allow for variation in expectations regarding student performance. Inserting multi-levels into a teacher-centred classroom would be very difficult if not impossible because students are at the centre in a multi-level approach.

Multi-level programming means:

- * considering student learning styles when planning presentational methods;
- * involving them [students] in the lesson through questioning aimed at different levels of thinking (e.g., Bloom's Taxonomy, a taxonomy of levels of cognitive difficulty developed by Benjamin Bloom, a psychologist and educational theorist at the University of Chicago);
- * giving students a choice in what method they will use to demonstrate their understanding of the concept being taught;
- * accepting that these different methods are of equal value;
- * evaluating students based on their individual differences (Collicott, 1991, p.192/3).

Jean Collicott (1991) outlines four steps to developing a multi-leveled lesson. They are to: 1) identify main or key concepts, 2) determine the teaching approach, 3) select the method through which the student will practice this concept and 4) choose a method for evaluating success. Step number one remains the same for all students; levels are then built into steps two, three and four in order to create the variation that is needed to meet the needs of a diverse student group (Vide Appendix 4 for a detailed description of each step).

Multi-level programming is simply a way of thinking about how you organize your classroom, your curriculum and your lesson (Field, 1995, p.6).

Empowering Practices in Inclusive Education

Honouring Diversity Through Learning Modalities

Every student, regardless of background/ethnicity, gender or ability has a preferred mode of learning. Some students are visual learners, preferring to see what they are learning; some are auditory, preferring to hear what they are learning; some are kinesthetic/tactile, preferring to touch, experience and experiment with what they are learning. To a varying degree students combine the three learning strengths; usually having one dominant style and one secondary style (Dunns as cited in Dryden and Vos, 1994, p.349).

Traditionally schools have catered to the auditory and, to a lesser degree, the visual learner; disadvantaging the kinesthetic/tactile learner. As Dryden and Vos (1994) point out, the majority of students who have difficulty in school are those disadvantaged 'kinesthetic only' learners.

In our experience, kinesthetic and tactile learners are the main candidates for failure in traditional school classrooms. They need to move, to feel, to touch, to do - and if the teaching method does not allow them to do this they feel left out, uninvolved, bored. It's not just a coincidence that the initials 'KO' stand for 'knockout.' These kids are knocked out of the educational system (Dryden & Vos, 1994, p.349).

If inclusive teaching and learning is truly based upon the equity of the educational experience, then it is absolutely essential that all learners be honoured. Teachers should be in the business of encouraging optimum learning in all of their students. With Inclusive Education and the honouring of diversity as an underlying framework, learning modality strategies must become an educational focus because the diversity of learning strengths within our students is yet another classroom difference that must be honoured.

In order to accomplish this, teachers must be cognizant of their teaching styles. They must make attempts to move beyond their own teaching style and incorporate less dominant styles into their everyday teaching. Teachers must recognize that the consistent use of only one or two teaching styles will leave some students' educational needs

unsatisfied and learning potential untapped. This is particularly true for many newly included students whose learning success may already be jeopardized.

Educators must begin to base programs on the individual differences that exist among learners rather than on the assumption that everybody learns in the same way. The concept of learning styles views individual differences as normative and accepts them as challenge rather than liability (Keefe, 1979, p.131).

Honouring Diversity with Classroom Organization

Building organizational strategies into the classroom routine encourages all students, but in particular newly included students, to focus and be on-task, and reduces some of the anxieties inherent in secondary school settings.

A number of classroom procedures can be used to promote students' independent functioning. Presenting and/or posting a schedule of daily activities can enable students to know when and what materials need to put away or taken out. Rules can be developed, reviewed, and posted that inform students how to independently carry out routine classroom activities. The use of individual daily student checklists and duties, or individual student folders outlining tasks to be completed and instructions, can also help to individually guide students throughout a class session or class day with minimal teacher assistance. Such procedures can be used to a least[sic] degree with most, if not all, students if care is taken to adjust the presentation of the directions to meet individual student needs, whether written, pictorial, or audio and/or visual tape recorded form (Stainback, 1989, p.133).

Many of the strategies listed above may appear elementary in nature. Research has been conducted about the

importance of this type of classroom ritual on the success of secondary students with disabilities. The University of Kansas Center for Research on Learning has spent almost two decades investigating strategies for the successful mainstreaming of secondary students with disabilities. Based upon their research they developed a two-prong approach to the inclusion needs of all students.

Strategic Learning is the first prong. As Schumaker and Deshler (1995) point out "...many students with disabilities are passive learners without the necessary process skills" (p.50). By teaching these process skills, teachers can assist these students in becoming more successful by encouraging them to be active learners.

The second prong, Content Enhancements, were chosen because "...many emotionally or cognitively challenged students have difficulty organizing, understanding, and remembering information presented through group instruction" (Schumaker & Deshler, 1995, p.50). Unit organizers, one type of content enhancer, increase classroom success rates for students with disabilities.

The consistent, explicit use of the Unit Organizer and the interactive routine that teachers use to involve students in thinking about the unit have raised the performance of low and average achieving students as much as 15 percent points on unit tests. When students learn to be strategic learners and teachers use content enhancements, the instructional emphasis shifts from a 'content' to a 'process' orientation. Consequently the secondary teacher not only teaches the content but also

the strategies required to make learning the content meaningful and transferable. In short, teachers organize content into learner-friendly form, consider which strategies students need, and teach students how to use them by providing a 'learning apprenticeship classroom'. Consequently, actively involving students in the goal-setting and assignment-selection process is critical (Schumaker & Deshler, 1995, p.50).

Multiple Intelligences

The Multiple Intelligences (MI) Theory was developed in the 1980s by Howard Gardner, a psychologist at Harvard University. Dr. Gardner's theory states that human intelligence is made up of at least seven unique intellectual forms (Gardner, 1985). These seven forms of intelligence are Linguistic Intelligence, Logical-Mathematical Intelligence, Spatial Intelligence, Musical Intelligence, Bodily-Kinesthetic Intelligence, Interpersonal Intelligence and Intrapersonal Intelligence (Vide Appendix 5 for an overview of Gardner's Multiple Intelligences).

The Multiple Intelligence Theory states that these seven intelligences are all valuable. Every student should be taught about and taught through these seven intelligences. This idea has had, and will continue to have an incredible impact on the craft of education.

Historically, education has based its image of intelligence on only two of forms; Linguistic and Logical-Mathematical Intelligence (Dryden & Vos, 1994, p.343/344). The Multiple Intelligence Theory is also supportive of cultural diversity.

All cultures in the world possess and make use of the seven intelligences in MI theory; however, the ways in which they do so, and the manner in which individual intelligences are valued, vary considerably. MI theory provides a model that is culturally sensitive to such differences [cultural differences]. As such, it provides educators with a valuable tool to help celebrate the ways in which different cultures think (Armstrong, 1994, p.161).

Today many educators are putting the theory of Multiple Intelligences into practice in their schools and in their classrooms. The range of practical applications of this theory is broad. The application scope spans from teacher awareness to entire school practice, such as the Key Elementary School in Indianapolis.

The theory of Multiple Intelligences encourages teachers to plan lessons with the conscious intention of building in all or many of these intelligences with MI theory becoming a natural planning tool. Through guided selection, students are given project or assignment choices that reinforce their intelligence strengths and encourage them to refine their intelligence in less dominant areas. In this way, all students have an opportunity to build their potential in all areas and to see other perspectives on a topic.

Teachers equipped with this perspective [multiple intelligences] are in the position to appreciate students' 'unconventional' behaviour and seek productive applications of these skills within a learning context. They will arrange learning activities to allow expression of knowledge through multiple modes and the use of different intelligences. Teachers may

use the student's strongest modalities or intelligences as vehicles to promote skill acquisition in weaker areas of performance (Udvari-Solner & Thousand, 1995, p.91).

We know that students learn in different ways. The more diverse the classroom, the more demanding the need to use an approach that encourages all students to develop to their fullest potential. An inclusive classroom that incorporates MI theory allows for peer support roles to be occasionally reversed and gives all students the chance to be the 'expert'. "Multiple intelligences are also acknowledged and supported so that the same children are not consistently the 'helpers' and others the 'helpees'" (Tomlinson, 1995, p.67).

The notion of multiple intelligences has important implications for inclusive education. Gardner (1983) based his theory in part on observations and studies of the capacities of children with disabilities and on the meaning of intelligence in varied cultures, thus validating a broader perspective (Udvari-Solner & Thousand, 1995, p.91).

Accepting the importance of the Multiple Intelligences Theory can have a two-fold effect on the Inclusive Education movement. Valuing various forms of intelligence, rather than just the two forms (Linguistic & Logical Mathematical) which the education system now merits, increases the success rate of newly included students. As well, by having their intellectual ability valued students previously labeled as 'disabled' may in fact be viewed in a different light. MI

theory can serve as a basis for IEP (Individualized Education Plan) writing, relying upon intelligence strength to support learning and to stretch the other less-dominant intelligences.

Using MI theory as a backdrop, educators can begin to perceive children with special needs as whole persons possessing strengths in many intelligence areas. Over the history of the special education movement in the United States [Canada], educators have had a disturbing tendency (gifted educators excepted) to work from a deficit paradigm - focusing on what students can't do - in an attempt to help students succeed in school (Armstrong, 1994, p.134).

Assessment that Empowers

Assessment must be viewed as part of the teaching/learning process. It must complement and build upon the teaching and learning that is going on in the inclusive classroom. A classroom built upon teaching concepts that honour diversity has an assessment strategy that honours and provides for diversity. Assessment that supports inclusivity: a) is based upon learning outcomes, b) has criteria clearly articulated, c) allows students to demonstrate their learning, d) is consistent with the special needs of the students, with leveling incorporated, e) builds in options that reflect learning modalities and Multiple Intelligences, and f) includes and honours self assessment, reflection and metacognition.

The use of authentic assessments is an important component in creating inclusive classrooms. This form

of evaluation is closely linked to the individualized, performance-based assessment that has been the preferred mode of assessment in special education. These techniques are less likely to be culturally biased for students who are limited in English proficiency or in any other intellectual, physical, or emotional capacity (Udvari-Solner, 1995, p.96).

Inclusive assessment must not lose sight of the ideals of inclusivity. As is demonstrated in the example below, performance assessment used in an inclusive classroom can be commensurate with student's functioning level while keeping the student actively involved in the happenings of the classroom.

In one case, a student who was labeled as severely handicapped contributed to the unit on Mexico by planning, shopping for and preparing a Mexican dinner for the class. This endeavor was consistent with the individual goals of this student (shopping skills, money management, and food preparation) and yet allowed the student to participate as a member of the group and to engage in an activity (making food) that was well-appreciated by all the students (Sapron-Shevin, 1990, p. 71).

The Benefits of Inclusive Education

It is the firm belief of many educators and researchers that Inclusive Education has numerous benefits for all students (Sapron-Shevin 1995, Barry 1995, Wang et al.1995, Baker et al. 1995, Staub & Peck 1995, Logan et al. 1995). Because Inclusive Education is a relatively new educational field of study, available research is limited, but the research conducted on Inclusive Education is promising.

Through the use of meta-analysis, an integrated research method that uses statistical and experimental methods to analyze research reviews, E. Baker, M. Wang and H. Walberg (1995) discovered that "the effects of inclusion are positive and worthwhile, but they are not huge" (p. 34). These investigators discovered that in order to reduce the gap between 'special' and 'regular' students, both inclusion of special needs students and effective educational methods were required.

In reviewing the research on the benefits of inclusion for non-disabled students, Staub and Peck (1995) identified five themes or benefits. These themes were:

1. Reduced fear of human differences accompanied by increased comfort and awareness;
2. Growth in social cognition - Seegert (1989) found that as they became aware of the needs of their peers with disabilities, nondisabled students learned to be more tolerant of others;
3. Improved self concept (Peck et al. 1992, Peck et al. 1990, Voeltz and Brennan 1983);
4. Enhanced personal principles - Parents reported that their children showed less prejudice towards people who behaved, acted, or looked differently from themselves (Peck et al. 1992);
- 5) Nondisabled students assume an advocacy role toward their peer and friends with disabilities (Bogdan and Taylor 1989); and
5. Valued and caring friendships (Staub and Peck 1995).

Students who are normally excluded also reap numerous benefits from inclusive practices. Not only do these students develop a sense of community but they are also exposed to the same rich educational environment as other

students. As suggested in the following citation, excluded students have been subjected to placement errors.

Several major studies in the 1980s showed that it is difficult to classify children accurately and that the classification systems for placing students in special programs are seriously flawed (Reschly 1987, Wang et al. 1992, Ysseldyke 1987 as cited in Baker et al. 1995).

In a study on the effectiveness of segregated special education systems Baker et al.(1995) discovered that:

...the separate system has not resulted in improved learning for such students. Considerable evidence from the last 15 years suggests that segregation of special students in separate classrooms is actually deleterious to their academic performance and social adjustment (p.34).

Limitations of Inclusive Education

Advocates of Inclusive Education are struggling with both the definition and concept of full inclusion.

Not all advocacy groups are enthusiastic about full inclusion. Many including those for blind, deaf, attention-deficit-disorder and learning-disabled children - believe a one size-fits-all approach will be disastrous for the disabled children themselves. Nevertheless, we are seeing a rush to inclusion regardless of the disability (Shanker, 1995, p.18).

The issue between full and partial inclusion seems to come down to money, support and training. Advocates for full inclusion believe that financial and human support will

follow the student with the disability, and that teachers and paraprofessionals will be educated and trained.

Those opposed to inclusion believe that inclusive policies are a smoke screen for special area budget cuts. Inclusion and, in particular, full inclusion provides an opportunity for school divisions and government agencies to save money. In this time of restraint, special needs programs seem to be the exact areas of budget reduction and either personnel termination or reassignment. These money-saving ventures are both supported and encouraged by Manitoba Education. In a Manitoba Government News Release dated January 23rd 1996, the Minister of Education announced that:

The provincial funding formula will give divisions flexibility in moving a portion of funds among four specific areas: special needs, professional development, guidance and counselling, and libraries. Up to 20 per cent of the funding directed to any of these areas, but not used, could be utilized in one of the other areas and/or regular instruction.

Manitoba Education and Training is mandating many forms of Inclusive Education while allowing school boards to reduce funds allocated to special education up to twenty percent. If school boards choose to follow this route teachers will in fact be faced with varying degrees of inclusive classrooms without the necessary training and support.

That's one reason that many parents of disabled children [sic] oppose full inclusion. They fear their

children will lose the range of services now available and end up, like those who were de-institutionalized, with nothing (Shanker, 1995, p.20).

A multitude of questions need to be answered before successful inclusion can become a reality:

1. Who/what benefits from full inclusion - the students involved or the budget?
2. What supports and training are essential?
3. What is needed to facilitate socialization?
4. What do we need to do to ensure that other students are not short-changed?
5. Is there research to support the idea that students with multiple and severe disabilities benefit from full inclusion?

Shanker (1995), in opposition to the concept of full inclusion, refers to it as a knee-jerk reaction to the concept of racial segregation. He feels that full inclusionists are demanding inclusion as a way to counteract years of discrimination that saw African-American students being placed in special education classes because of their skin colour.

They [African-Americans] were excluded only because of the colour of their skin, which was irrelevant to their ability to function and benefit in a regular classroom. This is quite different from putting a blind youngster into a special class so he or she can learn Braille, or from excluding a youngster who is emotionally disturbed because he or she will disrupt

the education of others while deriving little benefit (Shanker, 1995, p.20).

Conclusion

Variations in classroom approach and programming must be built into inclusion plans ahead of time. Inclusive planning becomes part of the classroom routine and not a method of fixing mistakes or of remediating the slower learner.

Support in the form of adaptive teaching methods, repetition and analysis, and multi-modal, multi-level sources of information are front-loaded during curriculum planning, rather than provided in a remedial or catch-up method as the unit progresses (Heron & Jorgensen, 1995, p.58).

In summary, successful Inclusive Education initiatives must attend to and incorporate the following ideological principles:

- (1) All students regardless of age, ethnicity, race, ability and socio-economic standing are included;
- (2) Classrooms are student-centred;
- (3) Classrooms are based upon respect and the honouring of diversity. Cooperation, not competition, is foremost in building a sense of classroom community;
- (4) The 'what' of teaching is directed through curriculum, IEPs and ITPs. The 'how' of teaching is paramount;

(5) All students bring a different perspective to the learning process that is dependent upon their background and prior knowledge;

(6) Gifted students are involved and challenged by (1) encouraging them and all other students to construct their own knowledge and (2) accommodating their pursuit of their own learning;

(7) Cooperative learning, one interactive learning strategy, is essential to and supportive of Inclusive Education;

(8) Interactive strategies and activities help develop the sense of an inclusive classroom community while maintaining and developing high levels of cognition;

(9) All students within a diverse student group benefit from multi-leveled programming;

(10) Diversity, including learning modalities, is not seen as a 'challenge' but an 'opportunity', a prize to be honoured;

(11) The application of Multiple Intelligence Theory levels the playing field for all students by valuing all forms of intelligence;

12) Assessment actively involves students and empowers them to make choices that support their unique learning power.

CHAPTER 3

The Pro-Active Interactive Empowering Approach to Inclusive Education: The Model

This chapter focuses on the introduction and discussion of the Pro-Active Interactive Empowering approach to Inclusive Education (Vide Appendix 1). The PIE Model promotes a student-centred approach to teaching and learning for all students, and focuses on the application of an inclusive perspective to all curricula and to schooling in general. Student-centred education by its very nature must address diversity. The Pie Model attempts to address classroom diversity in a positive pro-active way. It is but one model of Inclusive Education.

The PIE Model views curriculum as more than just content. Curriculum refers to all aspects of teaching and learning, to both content and pedagogical choice, and to the overt and the covert learning that occurs in our schools.

So curriculum is the text books and the story books and the pictures and the seating plan, the group work and the posters and the music, the announcements, the prayers and readings, the languages spoken in the school, the food in the cafeteria, the visitors to the classroom, the reception of parents in the office, the races (or race) of the office staff, the custodial staff, the teachers, the administration, the displays of student work, the school teams and sports played, the clubs, the school logo or emblem, the field trips, the assignments and projects, the facial expressions and body language of everybody, the clothes everybody wears. It is the whole environment (Allingham, 1992, p.20).

The Inclusive Classroom

Respect

The establishment of an inclusive classroom atmosphere is foremost in the success of the PIE Model. This classroom atmosphere is based upon the underlying principle of respect. Respect is always modeled by the teacher or any other adult within the classroom, and is something that is openly discussed with, and expected from, all students. The concept of respect is broad, including respect for other people, respect for books and materials and respect for the learning rights of all people in the classroom. Students who choose to talk out of turn or to disrupt the class are in fact infringing upon the learning rights of other students and showing disrespect for the learning integrity of the classroom. Specific activities and ongoing discussions may have to be planned to reinforce this concept of respect.

Ideally, when using this pro-active inclusive model, the teacher should use every opportunity to applaud hours, days or weeks when respectful behaviour is demonstrated. This positive pro-active approach to reinforcing respect may be as simple as complimenting the class, or it may need to be far more elaborate. This will depend upon the specific classroom.

When a disrespectful incident occurs, it should be identified as such and dealt with immediately. The method of dealing with such incidents is another way in which the

teacher can model the respect that is expected. Students should never be embarrassed in front of their peers and all discussions should take place in a private place. Teachers should identify a quiet location ahead of time that can be used to discuss any infractions that may occur. If the infraction is serious enough some sort of mediation may be necessary, including a formal written apology or time with a counsellor.

One can not underestimate the power of the teacher in the establishment of an inclusive learning environment built upon respect. Even though it may be easier to look the other way, the teacher must watch for, and react to, every disrespectful act. This reaction may simply be identifying the incident as such with the student(s) involved or it may require time outside of class for a more in-depth discussion. Either way, it can not be ignored, for to ignore is to condone.

Role of the Teacher

Teachers using the PIE Model are extremely aware of the interactions they have with their students and with other adults in the classroom and in the school. The predetermined and often subconscious perspectives of teachers is a powerful tool. Teachers must be cognizant of the stereotyping that occurs simply by the use of their language and 'common' expressions.

Teachers following the PIE Model know that their interactions with a diverse student group can and should be used to model respect as well as inclusion. Teachers who express frustration with or indifference to the 'special' students, or teachers who, through their words or actions, treat females and males differently undermine the intended goals of the PIE Model.

Respect must be present in all that teachers do, including their method of dealing with particularly difficult students, and how they interact with the diversity within their inclusive classroom. Only teachers who deal solely in the reality of respect can expect the same from their students.

If, by mistake, the teacher does something disrespectful, the students in the class should feel comfortable identifying it as such and expecting the teacher to apologize for the infraction. This may, in fact, be very difficult for the teacher, but it is essential as it sends a very powerful message to the students, a message that says, 'making a mistake is allowed in this classroom as long as we make amends for that mistake, then get on with the task of learning'. Some teachers may feel comfortable staging an incident to demonstrate this process and using it as a springboard for discussion.

Honouring Diversity

The significant common factor of inclusive classrooms is diversity; diversity in gender, ability, ethnicity and socio-economic standing. Through the PIE Model this diversity is not only reflected but also honoured. There is a significant difference between reflecting and honouring diversity. A classroom that reflects diversity has diversity present in the materials or displays in the room, while a classroom that honours diversity puts diversity in a pivotal place and makes it part of what is done and how it is done.

Teachers wanting to honour diversity will be conscious of the hidden curriculum. "The hidden curriculum has been defined as the curriculum that no teacher explicitly teaches but that all students learn" (Banks, 1994, p.12). An inventory of the physical school environment is carried out to ensure that the pictures, artwork, bulletin board displays, cafeteria, library and library materials, as well as personnel are reflective of ethnicity, gender, ability and age. In this way, some of the effects of a discriminatory hidden curriculum are reduced, and ideally, eliminated, and the hidden curricular message will be one that says, "We honour diversity in this building".

In the classroom, an attempt is made to build some form of diversity into all displays and work stations. These displays and work stations are put in key places and used in a significant way in the teaching/learning process.

All students' work is displayed in the same fashion, regardless of the ability level of the student. Work completed by the student with limited cognitive ability will be displayed with the same enthusiasm, in as prestigious a place, as the work of the gifted.

Seating arrangements are designed so as to include and honour all students, and to encourage productive interaction. This means, for example, that the entire physical set-up of the classroom may have to change in order to accommodate a wheelchair. It is important that the student in the wheelchair has his/her turn in a central section of the class and that s/he is not automatically stuck in the back corner of the room where the wheelchair may be less disruptive. Seating arrangements are flexible so that every student has an opportunity to sit in a key location.

Books and materials used in the classroom emulate diversity. With the PIE Model, classroom materials rich in diversity become an intricate component of essential learning in all curricular areas. Diversity-rich materials are not used as supplementary or 'special' materials that are saved for 'special' activity days or weeks. For example, ethnic diversity is built into all that happens in the classroom, every day, and is not a focus only during 'Multicultural Week'. Saving this material for a defined,

specific period reduces its importance and tells students that 'we only honour diversity one week a year'.

Community of Learners

The inclusive classroom that is based upon the PIE Model strives towards connecting the students and the adults in the class in such a way as to create a sense of community - a community of learners. This goal is achieved through pedagogical choice which is highlighted later in this thesis, the physical set-up of the classroom, previously mentioned, and through the conscious intervention of the teacher.

Teachers can consciously work towards establishing a sense of community within the classroom by reducing competition in favour of cooperation, and by nurturing fellowship. Classroom goals or objectives are fundamental to establishing this cooperative classroom climate.

Classroom goals are any goals that all students and adults in the room can work towards together. These goals may include such things as reading 100 books, preparing a class play or presentation, working on class rules or rights or preparing a bulletin board or display for the entire school or community to view. In order to make any of these activities, or numerous other activities, community builders, all students must be able to contribute in a meaningful way to the final product. This end product then

becomes something the entire class shares with pride, while celebrating its completion.

Teachers working towards building a community of learners keep the use of ability groups to a minimum. Grouping is based on a variety of variables and students are randomly assigned to groups whenever possible. Every student is given an opportunity to work with every other student in the class.

Finally, the PIE Model expects teachers to use terms and language that support the concept of a learning community. Terms like 'our class' and 'we' become common.

Pro-Activity in the Inclusive Classroom

Knowledge Construction

The PIE Model of Inclusive Education views knowledge in all forms as socially constructed and adheres to the belief that the construction of knowledge is based upon many factors and is not value free. Banks (1993) describes five types of knowledge construction: Personal Cultural Knowledge, Popular Knowledge, Mainstream Academic Knowledge, Transformative Academic Knowledge, and School Knowledge which are interconnected and depend upon each other.

Personal/Cultural Knowledge is the concepts, explanations, and interpretations that students derive from personal experiences in their homes and communities. Popular Knowledge is the institutionalized facts, concepts and interpretations that are part of the popular culture. These are reinforced by mass

media. Mainstream Academic Knowledge is the concepts, paradigms, and theories that constitute the Western-centric knowledge. Transformative Academic Knowledge is the facts, concepts, and explanations that challenge the Mainstream Academic Knowledge. Finally, the School Knowledge are the facts, concepts and interpretations that are in texts, media, and teacher lectures (Banks, 1993, p.7)

When implementing the PIE Model both in interpreting curriculum and in planning lessons, teachers keep these types of knowledge in mind and ask themselves the following questions:

a)What ideas or explanations have my students already acquired from home (personal/ cultural knowledge)?

b)What ideas or explanations have the students already acquired from the mass media or popular social opinion (popular knowledge)?

c)Whose ideas or explanations are being presented in the material being used (mainstream academic knowledge)?

d)What ideas, explanations or strategies must the teacher use to challenge mainstream knowledge that reflects only the white male European perspective (transformative academic knowledge)?

e)What ideas and explanations are being transmitted by the classroom support materials, and what ideas and explanations are being transmitted through teacher interaction with students (school knowledge)?

Using the PIE Model, many of these questions are brought forward and discussed with the students in order to have them realize that they too have within them a world of

constructed knowledge and to help them to identify where their knowledge originated. This is particularly successful with older students. As well, students are introduced to a variety of activities that allow them to investigate popular perspectives and various points of view.

Identifying Bias and Responsible Citizenship

The PIE Model of Inclusive Education adheres to the beliefs that it is not enough to: (1) expose students to diversity, (2) uncover the realities of knowledge construction, (3) ensure that all students are reflected and represented in the curriculum and in the school, and (4) teach students to identify bias and stereotyping. We must also encourage and teach students how to react in an acceptable manner to the injustices of our school and of our society.

Through the pro-active component of the PIE Model, students are empowered to strive for things they believe to be right, just and fair. They become advocates for each other and advocates for those who can not represent or protect themselves.

The PIE approach to pro-activity in the classroom allows students to have a voice and encourages them to share that voice. Students who are given this opportunity and whose voices are validated and listened to in the classroom will be more inclined to have a voice in society, and expect

or demand that people listen to that voice. Active citizenship is the end result.

Interactive Teaching and Learning in the Inclusive Classroom

The Pedagogical Framework

As discussed previously, one cannot underestimate the importance of pedagogical choice to Inclusive Education. The PIE Model is built upon the premise that 'how' you teach is every bit as important, if not more important, as 'what' you teach. Appendix 6 outlines the Pedagogical Framework for the PIE Model of Inclusive Education and serves as an overview for the pages to follow.

Cooperative Learning

The PIE Model of Inclusive Education encourages the use of cooperative learning groups as a key teaching strategy and as a means of fostering interaction among all students. Through cooperative learning, classroom community building is encouraged and reinforced.

Teachers using the PIE Model must become well trained in the area of cooperative learning so that they can choose appropriate activities that will encourage interactive learning while meeting the curricular content goals.

This is not to suggest that cooperative learning be the only teaching/learning strategy employed; rather it must be viewed as an important method in the total instructional

package. The learning strengths of some students are not tapped if group work becomes the sole strategy. The important message here is that teachers should work towards well-balanced pedagogy which includes cooperative learning.

Interactive High-Challenge Activities

When programming for a diverse group of students, a teacher's attention may often be drawn to the students with special needs or ESL students. The unique learning needs of these students and their specific learning outcomes are clearly established through the process of developing IEPs (Individualized Education Plans) or ITPs (Individualized Transition Plans). Collaborative planning time may also be provided for the teacher, resource teacher and/or ESL specialist when establishing an inclusive program for these students.

Using the PIE Model of Inclusive Education, the teacher also focuses on the academically and intellectually advanced students, recognizing that gifted students have special needs as well. It is essential that any valid model for Inclusive Education include and recognize gifted students.

Concerns about Inclusive Education, especially at the secondary level, may be that this form of education forces teachers to 'water down' or 'dummy down' the curriculum. These critics believe that the teacher is compelled to

determine the average level in his/her classroom and teach only to that point.

The PIE Model challenges this 'dummying down' notion by suggesting that high-challenge learning activities can be made appropriate for a diverse class through the use of scaffolding. Scaffolding provides an opportunity for gifted students to develop higher level cognition while providing the support other students may need to experience success. As well, the use of scaffolding can be gradually diminished as students become more competent. In an inclusive classroom, scaffolds are used in abundance with some students and not at all with other students.

Multi-Level Programming

The active involvement of all students in the lesson is of the utmost concern for teachers using the PIE Model. Regardless of which learning activity is chosen, the teachers also need to build levels into their lessons so that all students can be engaged in learning to the best of their ability. The PIE Model supports a strategy called Multi-level Programming as it allows each student to interact in a meaningful way, with the classroom activity and curriculum content.

As suggested in Chapter 2, in Multi-level Programming the teacher decides prior to the commencement of the lesson how best to involve all students. The lesson theme or topic

remains the same for all students but the activity and expected outcomes vary. The demographics of the class determines the levels or adaptations required for each lesson. The ultimate goal of establishing a multi-level approach is to allow every student the opportunity to interact and engage in a meaningful way with the topic-related concepts.

Teachers using the PIE Model answer the following questions adapted from Collicott (1991) before the commencement of their multi-level unit of study:

a) What concepts (not content) do I want all students to understand from this unit of study?

b) What variations do I need to my lesson so that I engage visual, auditory and kinesthetic/tactile learners?

c) How do I include a variety of levels in Bloom's Taxonomy so as to engage different students at different levels and to challenge those students requiring the challenge?

d) How do I include partial participation for those students who can not complete the entire task?

e) How can I build variation in the assignment expectation so that each student can participate to his/her fullest?

f) How can I include variation in the assessment procedure so that all learning modalities (visual, auditory, kinesthetic/tactile) are equally valued? and,

g) How can I incorporate a fair assessment/evaluation procedure that will evaluate students on their individual ability level?

In answering these questions and in implementing this multi-level strategy it is essential that the teacher is well aware of the strengths and limitations of his/her students. IEPs and ITPs, as well as suggestions from the ESL specialist and resource teacher are used to determine the engagement level for individual students.

Empowerment in the Inclusive Classroom

Honouring Learning Modalities

Every teacher has a preferred teaching style. Often this teaching style is reflective of the teacher's personal learning style, or is reflective of the way the teacher was taught. Using the PIE Model teachers are cognizant of their preferred teaching styles and make attempts to move beyond that dominant style by incorporating other pedagogical strategies.

The PIE Model is not asking teachers to revamp completely what they do and how they do it, but rather to augment gradually their teaching repertoire in such a way as to allow for the active engagement of all learners.

An inclusive classroom that addresses all learning modalities has important information displayed in the classroom, key words for the unit of study, pictures of the

significant people, maps and graphics. Videos are used, and students are encouraged to illustrate their learning through graphic organizers or mind-maps. Doodling is permitted. Students are encouraged to demonstrate their learning with a graphic/visual demonstration.

An inclusive classroom that addresses all learning modalities uses audio tapes, has a listening centre or location for students to tape work or assignments, and allows for and encourages small group discussion as well as whole class dialogue. It values oral presentations.

An inclusive classroom that addresses all learning modalities has many 'things' in the room - learning jigsaw puzzles, globes, models of the human body, and math manipulatives. It also has stations or centres that allow for and encourage product construction; it values art and hands-on projects; it encourages learners to demonstrate learning through the manipulation or construction of an object.

The recognition of and the planning to accommodate all learning strengths in the inclusive classroom may be accomplished through the use of the interactive teaching/learning strategies mentioned earlier (cooperative learning, multi-level programming and high-challenge activities with scaffolding). By their very nature these activities support learning.

With older students, learning modality can be assessed and openly discussed. This gives students some insights into their learning strengths and some tools for improving their learning environment. For example, teachers who want students to read a newspaper article and then want them to listen while the teacher or another student reads the same article out loud should explain that this is important so that both the auditory and visual learner can be honoured. This teacher might also apologize to the kinesthetic/tactile learner for not being able to address his/her learning strength this time.

It is also important to acknowledge that every activity cannot meet every modality need. At the secondary level, different content areas address different modalities more often. For example, power mechanics addresses the kinesthetic tactile learner's needs more often than is possible in some academic subjects. PIE teachers strive to include all learning modalities as often as possible in the teaching/learning process.

Organizational Strategies that Empower

The PIE Model believes that building, discussing and occasionally reviewing Unit Organizers and Student Goal-Setting Sheets helps all students stay more focused and moves them from passive to active learning.

Unit Organizers are built at the beginning of each unit of study. They may be in the form of a graphic organizer or mind map that outlines the key concepts (not content) for the unit. They may include pictorial representations and key words. They may add connecting lines that show the relationships between and among each concept. They can be developed by the teacher and shared with the class, or they can be built by the class together. These organizers should be reviewed daily or weekly to see where the class has been and where the class is going. They can be used at the end of the unit of study as a review guide, and by the student as a study guide.

A Student Goal-Setting Sheet is a student-created organizer for major projects and assignments. The student chooses his/her project and then breaks that project up into steps or pieces. The student then assigns a time-line for each step that he/she has identified. The final date on the page is the project due-date.

These two organizational strategies are particularly significant in an inclusive classroom where many of the newly-included students (ESL, Special Needs) may tend to be passive learners.

Assessment That Empowers

The PIE Model views assessment as part of teaching and learning. It is not something that is done to students upon

completion of the unit or the course, but rather constitutes an ongoing process in the inclusive classroom.

When using the PIE Model, the provision of assignment options is fundamental to success. Assignment options cannot be randomly chosen. Options must be developed with multiple intelligences and learning modalities in mind. Learning modalities and multiple intelligences can also be reflected in the way the project is presented.

Assessment should be to be used to empower students and, in order to do this, assessment must be something that is shared. First and foremost, specific criteria for success must be explicit. Students must know at the onset of any assignment or project precisely what is expected, and what is deemed to be quality work. This is of particular importance in a classroom with diverse abilities.

In a PIE classroom, rubrics (Vide Appendix 7) are used to articulate precisely what quality work looks like. Rubrics can be teacher or class-made, remembering that class-made rubrics are an excellent way to enhance community membership. Rubrics are used by the students when preparing their assignments and by the assessor when grading or evaluating the project. The assessor may be the teacher, the student, a peer or a combination of all three. Through assessment options students learn exactly what it is that teachers value. In a classroom using the PIE Model, students

learn that the teacher values equally all forms of learning and all forms of intelligence.

Addressing Multiple Intelligences

Many educators support Dr. Gardner's (1985) theory of Multiple Intelligences (MI) and are trying to transform this theory into classroom practice. The PIE Model encourages teachers to plan units and develop projects or assignment options that consciously include as many intelligences as possible. It is essential that each project option is valued equally by the teacher and by the students. Allowing students a choice in projects gives them an opportunity to demonstrate their learning while reinforcing their intelligence strengths or stretching their intelligence in less dominant areas.

As mentioned earlier, an inclusive classroom that incorporates MI theory permits for peer support roles to be reversed occasionally and gives all students the chance to be an 'expert'. As well, students previously labeled as 'disabled' may, in fact, be viewed quite differently when a multitude of intelligences is valued.

As with learning modalities, incorporating multiple intelligence options can be part of any interactive teaching/learning strategy previously mentioned (cooperative learning, multi-level programming, high-challenge activities).

The PIE Model in a Secondary Setting

The stage is set for the integration of Inclusive Education into secondary schools. Secondary school teachers are, for the most part, feeling overwhelmed by changes in education. Practical suggestions which can be transposed into classroom practice are needed. The PIE Model may offer these practical suggestions. Having said this, it is important to note that the PIE approach cannot be seen as a 'knee-jerk' solution to all of the woes of secondary education. Rather, it is one approach to thinking about schools that then moves teachers towards an inclusive educational system.

The PIE Model for All Students

As good education, Inclusive Education should not be limited to multi-ethnic, multi-ability students. Limiting this quality education is to prejudice the 'regular' student. Whether the class is heterogeneous or homogeneous, the PIE Model for educating students is appropriate and desirable.

They (children) should surely no longer be allowed to emerge from our schools with a mono-cultural perspective, because mono-cultural is an illusion. In the 'global village' created by modern technology, the child is a future citizen of the world, which is made of diverse cultures [and a variety of abilities] (Sharpe, 1989, p.18).

The PIE Model of Inclusive Education is a model that can be applied to any teaching/learning situation and to any school, regardless of the degree of diversity found within

the classroom or within the school. The world that students will soon be joining as adults reflects a considerable degree of diversity. Schools have a responsibility to their students to demonstrate and practice understanding, support, and respect for that diversity.

As mentioned earlier Pro-Active, Interactive, Empowering education is not a blueprint for curriculum implementation, rather it is an educational journey through which teachers and all students engage in quality equitable Inclusive Education.

Conclusion

Teachers using the PIE Model for Inclusive Education need to be well-versed in the construction of knowledge and the identification of bias. They must feel comfortable encouraging students to defend, in a pro-active way, what they believe in. They must be knowledgeable about various cooperative learning strategies. They must know how to build levels into their units and how to use scaffolding so that all students are successful with high-challenge activities. These teachers must have a fundamental conviction that student empowerment is essential to student growth. To empower students, teachers must introduce them to and show that they, the teachers, value the way students learn and the multiple intelligences that they possess. They must be

willing to share the assessment process with their students and share all grading criteria.

Ideally, the PIE Model of Inclusive Education creates students who have critical thinking skills, good problem-solving skills and the ability to communicate across ability and cultural lines. Through the PIE model students learn to be pro-active in democratically acceptable civil action and to identify and react to stereotyping, bias, prejudice and injustice. This creates a generation that is privy to equitable opportunity for individuals and has societal aspirations.

Inclusive Education can no longer endorse the mere 'tolerance' of differences. It must strive to promote understanding, acceptance and respect among all people. The implementation of the PIE Model of Inclusive Education affects the entire school and school environment by bringing inclusivity and equity to the consciousness of the students and adults in the building, and by demonstrating ways in which these goals can be achieved.

Through Inclusive Education and, in particular, the PIE Model of Inclusive Education, education can address the inequalities in the curriculum that seriously jeopardize the success and future of many of our students. The PIE Model is pro-active in nature and looks at ways to address education in a dynamically progressive way. It is designed to provide direction, and guide program and pedagogical decisions, but

it is by no means the only way to approach classroom diversity in an inclusive manner.

The recent changes in education in Manitoba suggest that the education of students from an inclusive perspective is more than simply a passing trend. As such, Inclusive Education cannot be taken lightly by any educator due to the impact it could have upon their classrooms and the entire educational field. It will affect not only curriculum design, but also have a direct influence on teaching practices and overall school philosophy. Through Inclusive Education, the innate purpose of the school system becomes well defined. This cannot help but have a positive carry-over effect with ramifications of truly Inclusive Education being felt throughout society.

CHAPTER 4

Applying the Pro-Active Interactive Empowering Approach to Inclusive Education in Social Studies

Social Studies: A Historical Perspective

Social Studies as a subject in Manitoba schools has evolved over the years, passing through many stages in its development. Throughout the 1800s, social education was viewed in varying degrees throughout Canada as Biblical Education and History. With the separation of the church and state, the religious approach to social education was significantly reduced.

The actual year in which the term, Social Studies, was conceived is under debate. Many people believe that the term Social Studies was created in 1916, and was first used by the American Committee of National Education Association. The Canadian use of the term Social Studies dates back at least to 1921 with the formation of the National Council on Social Studies (NCSS) (Van Manen, 1985, p2). David Saxe argues that both the term and the concept of Social Studies officially arrived long before 1916.

The first use of 'social studies' as the term for a particular element of school curricula was made by Edmund James, president of the American Academy of Political and Social Sciences, in June of 1897. Between 1897 and 1914, James's definition of 'social studies' as a general term for sociologically based citizenship education became common (Saxe, 1992, p.268).

Regardless of the actual date of birth, the Social Studies movement has been plagued with uncertainty and misinterpretation. The Committee of 1916 played a significant role in the evolution of the Social Studies movement and set the stage for Social Studies as it is known today.

The report of the Committee, which was published in 1916 as a Bulletin of Bureau of Education of the Department of the Interior, set the general direction of Social Studies education from that time to the present day (Engle, 1976, p. 232).

Ultimately, the Committee declared citizenship education and the production of good citizens as the most substantial goal of Social Studies (Engle, 1976).

The Fundamental Purpose of Social Studies

For many writers and educators, citizenship education in some form has become the fundamental purpose of the Social Studies Curriculum. The goal of 'citizenship' probably comes closer than any other to identifying the purposes that Canadians have usually believed Social Studies should serve, even though few would agree on what a 'good' citizen (or Canadian) is (Tomkins, 1985, p. 12).

Barr, Barth and Shermis (1977) have encapsulated the purpose of Social Studies by defining three approaches to Social Studies delivery. These 'Three Traditions' include Citizenship Transmission, Social Sciences and Reflective Inquiry. Even though all three traditions have significant

fundamental differences they "all have gone on record as endorsing citizenship as the goal" (Barr, 1977, p.70).

As an extension to these three approaches to Social Studies, Brubaker, Simon and Williams (1977), have included two more 'camps' for analyzing Social Studies curriculum and instruction. These camps are Social Studies for Personal Development in a Student-Centered Tradition, and Social Studies as Socio-Political Involvement. Again, the underlying goal of these two camps is citizen education.

The five models introduced in this section are outlined below and their relevance to the PIE Model discussed.

Tradition #1: Social Studies as Citizenship Transmission

Citizenship Transmission, as a fundamental Social Studies philosophy, is based upon the assumption that teachers know and can 'transmit' important philosophical cultural goals, goals that can advance their students towards the ultimate outcome, 'good citizen'. The term, 'transmission', which implies a method of delivering, carries with it some interesting assumptions. To transmit is to transfer something from one [person] to another. The implication here is that citizenship is something one can give to another. In this case, it is something that texts or teachers can, through careful planning, instill in their students, rather than something students can investigate, interact with and draw personal conclusions about. To this

end, one must question what it is that 'Citizenship Transmitters' feel they should transmit.

They [Citizenship Transmitters] tend to see their function as transmitting those values which they identify as the best or most important within their culture. To this end, they believe, it is permissible to direct their students' loyalties. In short, while there are doctrinaire teachers transmitting widely accepted core values, there are also many others who depart from the norm, who cherish their visions of a just society and good citizenship, and who have no hesitation in indoctrinating their views (Barr et al., 1977, p. 61).

Therefore, the content is defined and based upon the concept of the ideal citizen and the perfect society. Hirsch (1987) would likely applaud this approach in terms of teaching all students what they need to know in order to be members of the mainstream society or culture. In his book entitled Cultural Literacy, Hirsch lists 5,000 essential names, phrases, dates and concepts that he feels all Americans need to know to be culturally literate; that is, to be 'mainstream' culturally literate. "From the standpoint of Citizenship Transmission, there is a clearly defined body of content that students should learn. This body derives from a particular definition of citizenship and from a conception of an ideal society" (Barr et al., 1977, p. 77).

Like Hirsch, citizenship transmitters believe that much of what is deemed important and must be passed on to the future citizen is based upon tradition and history. The

ability of students to base future impressions and decisions on their understanding of the tradition and history that built their country is paramount.

The Citizenship Transmission teacher attempts to transmit a set of basic information and values that are felt to comprise the core values of the society. The core values act as a filter to screen one's perceptions. The core values prescribe the limits in which students are allowed to think. Once students accept the core values of society, he or she then may critically think, solve problems, and inquire - within carefully established boundaries (Barr et al., 1977, p.81).

The issue of and concern for injustices and misrepresentation within these traditions and historical interpretations is not addressed by Citizenship Transmitters. This is, in many cases, denied in the name of citizenship training. A final concern for a Citizenship Transmission approach to Social Studies programming is the perceived inability of students to become truly active civil participants. Without the ability to question, inquire and demand will they be good citizens or will they be docile group members?

The Manitoba Perspective

Social Studies in Manitoba is intended to address actively, from a Canadian perspective, the goal of citizenship education rather than mere transmission.

The concept of citizenship education differs significantly from citizenship transmission. As mentioned

earlier, citizenship transmission is the process of teachers passing on to their students what they deem to be important citizen knowledge and attitudes. Embedded in the citizenship transmission approach is the concept of obedience.

The Manitoba curriculum has advocated citizenship education in which the final outcome produces students who can think critically for themselves and who can, through social participation, act responsibly to change and improve the society in which they live.

Because education should have some effect on attitudes, values, and dispositions, the features described in the preceding statements should be organized in such a way that students can at least frame defensible viewpoints on them and be aware of possible courses of citizen action (Manitoba Education Social Studies Overview, 1985, p.3).

The Manitoba Social Studies Overview cited above also points out that this goal is achieved through both what and how it is taught. Social participation is an important component of the Manitoba Social Studies Curriculum Overview and is "designed to help develop informed people who will participate actively in society (i.e. to criticize it constructively and to work to improve it where necessary)" (Manitoba Education Social Studies Overview, 1985, p. 11).

Manitoba Education does not support the indoctrination ideology embedded in Citizenship Transmission. Clearly, citizenship education initiatives reflect the concept that a

citizen can think critically, criticize constructively, act responsibly to correct injustices, and truly participate in making the world a better place for all.

What remains unanswered is whether or not Social Studies can truly be culturally value-free or whether indoctrination is totally woven into the Social Studies fabric. Is it possible to examine human life past, present and future in a culturally value-free way?

The basic and continuing struggle in the social studies is whether cultural values will be transmitted uncritically or will be reflectively examined and critically evaluated. In this regard, the development of reflective thinking, inquiry oriented instruction, and process learning goals involved attempts to replace expository transmission of knowledge and uncritical inculcation of values. Unfortunately, if studies of textbooks and classroom instruction are accurate and if the vocal demands of parents and pressure groups are indicative of the impact textbooks are having on school policy, indoctrination is alive and well and thriving in social studies classes (Barr et al., 1977, p.50).

The PIE Model of Inclusive Education may prove extremely useful in a quest to remove or at least to reduce indoctrination from the overall underlying purpose of Social Studies education. Through this approach both teachers and students are expected to look critically at all materials and practices used. They examine these materials and practices for bias, stereotypes and omissions. Critical thinking becomes an integral part of classroom procedures.

Through classroom climate, interpersonal interaction within the classroom, and the teaching, learning and

assessment strategies employed, students and teachers are encouraged to think critically and criticize constructively. They learn about responsible ways to react to and correct injustices, and they actively participate in making our world a better place for all.

Tradition #2: Social Studies as Social Science

The social science disciplines include Geography, Economics, Political Science, Anthropology, Sociology, Psychology and sometimes History. These subject areas make up the content associated with a social science approach to the teaching of Social Studies. The discovery of knowledge and the development of skills and understanding based on that knowledge becomes the educational focus. Values education and social participation is applied in a limited way through this focus. "Thus the purpose of the Social Science Tradition is the acquisition of the knowledge gathering skills of social scientists, the ultimate end of which is enhanced citizenship" (Barr et al., 1997, p.62).

Proponents of the social science discipline believe that acquiring knowledge is a key to good citizenship. By exposing students to the knowledge and skills from the various aforementioned disciplines, these students will have the foundation for citizenship development. Many would argue that there is far more to citizenship education than the knowledge of human life, past, present and future. They

would argue that social responsibility and social participation are the end products of good solid citizenship education.

Beard wrote that the purpose of Social Studies is the 'creation of rich, many sided personalities, equipped with practical knowledge and inspired by ideas so that they can make their way and fulfill their mission in a changing society which is part of a world complex.' Knowledge from History and the Social Sciences cannot according to Beard ignore considerations of social values (Wehlage, 1976, p.217).

It is impossible to address social participation and social responsibility without addressing values and ascertaining what is morally correct for this pluralistic society. From this perspective, the reality is that Social Science and Citizenship Education are not one and the same.

Intelligence and socially responsible involvement is the ultimate goal of citizenship education. Advocacy and commitment for good reason is to be cultivated rather than avoided. The goal of Social Science is the discovery of knowledge describing and explaining human phenomena. Social Scientists pride themselves on objectivity, do not engage in advocacy, and view the human scene with an unbiased eye (Engle, 1976, p. 236 / p.237).

The Manitoba Perspective

Social Studies in Manitoba has been arranged into content organizers that come directly from the social sciences. Content chosen from these disciplines should meet the over-riding criteria established in the Manitoba Social Studies Overview, relating the connectedness between people and their physical and social environment.

The Social Studies program has included concepts from various social science disciplines. These interdisciplinary concepts have been called content organizers. They are not meant to be exhaustive but have been identified to provide direction to and guidance for organizing content. The content organizers are to be treated developmentally (Manitoba Education Social Studies Overview, 1985, p.4).

It is evident that Social Studies in Manitoba is meant to be more than the transmission of knowledge. Knowledge is very important. There is no question about that. In fact, it is the first listed objective in the Manitoba Social Studies Overview, but this knowledge is constructed with serious attention being paid to student/knowledge interaction.

1. Knowledge Objectives: Specific factual content that includes concepts, ideas, and generalizations that should be emphasized and developed. There are several levels of thought included in this category from recall and comprehension to application and analysis, to synthesis and evaluation (Manitoba Education Social Studies Overview, 1985, p. 10).

The Overview goes on to say that learning activities that support this objective would include active critical thinking, gathering data, assimilating and organizing data, and drawing conclusions. Social Science education does have a place in the Manitoba Social Studies scene. It is the knowledge base for student 'interaction' and must not be viewed as lists of critical dates and facts only.

Social science tradition is based upon the concept of knowledge and the discovery of that knowledge. The Manitoba Overview looks upon knowledge as important when students are

encouraged and allowed to interact with that knowledge. The PIE Model of Inclusive Education takes this belief one step further by questioning the construction of that knowledge. Whose voice are we hearing? What was gained by this knowledge construction? Whose voices are we not hearing? What was gained or lost by not hearing those voices?

Through the PIE Model we can use social science content and knowledge to cultivate active citizenship. Students must be able to use this knowledge as a base towards their proactive, interactive and empowering approach to learning, valuing and building belief systems that they can practice in their classrooms and in their lives. This opportunity to question knowledge will serve them well as future citizens of this country.

Tradition #3: Using Reflective Inquiry in Teaching Social Studies

Reflective Inquiry looks at Social Studies in terms of both content and process. The content comes from the student/learners with direction and guidance from the teacher/learner. The process depends upon both the student/learner and the teacher/learner. Decision-making and problem exploration plays a key role in Reflective Inquiry. Both student/learners and teacher/learners must constantly make decisions about what important issues to pursue and how to pursue such issues. The areas of inquiry are varied but the process through which skills develop is comprehensive.

Reflective Inquiry skills include:

...literacy, wherein children learn not only the traditional reading skills but that most important and neglected one known as 'reading between the lines'; being aware of, locating and using information from many sources; sensing and identifying problems and learning how to frame hypotheses; selecting and interpreting data; and being able to identify value conflicts and learning how to weigh and assess value claims (Barr et al., 1977, p.65).

Reflective Inquiry supports and, in fact, encourages social participation within the classroom by the teacher/learner as well as the student/learner. The type and degree of participation varies according to the need and the interest of the student/learner and the type of problem exploration and inquiry that is going on.

The Manitoba Perspective

In Manitoba, an authentic Reflective Inquiry Approach is not endorsed. Content for the most part is teacher/curriculum driven, not driven by the needs and interests of the students. An authentic Reflective Inquiry model sees problem exploration as critical. Whereas problem exploration/solving is important in Manitoba Social Studies, it is not the compelling force behind each activity.

Manitoba Education does incorporate some components of reflection and inquiry into its Social Studies curriculum through its discussion of thinking, attitude and value development.

The intention of the Social Studies program is to present opportunities for students to identify, explain, and evaluate their own, as well as others, feelings, beliefs, and values. It also involves a process of establishing some reasonable criteria for judging different opinions. The objectives attempt to encourage students to express opinions, present arguments, evaluate strengths and weakness, and discuss the pro and cons (Manitoba Education Social Studies Overview. 1985,p.11).

The goal of this section of the Overview is to help students develop the ability to view things from a variety of perspectives and to compare those perspectives to their own positions. The underlying objective is to develop an appreciation for both student perspectives and those of others and a willingness to change perspectives. Without a doubt, this section of the Overview again supports the notion of developing 'good' citizens; citizens who can think critically, criticize constructively, act in a responsible manner to address inequities in the system, and participate effectively in our changing society.

This approach [to Social Studies] emphasizes inquiry and discovery by students, rather than teacher presentation of conclusions to students. It views the teacher's role as a resource person and an inquirer along with students, rather than a disseminator of information. In this way, Social Studies emphasizes learning rather than teaching; inquiring rather than receiving; active involvement rather than passive reception (Manitoba Education Social Studies Overview, 1985, p. 16).

Awareness of perspective, the ability to recognize others' perspectives, and the ability to identify authors' perspectives is the cornerstone of the PIE Model of

Inclusive Education. Manitoba Education has identified this goal as fundamental to Social Studies education. The PIE Model gives teachers a mechanism with which to achieve this goal.

Pro-activity is a key element to both the PIE Model of Inclusive Education and to the Reflective Inquiry approach to the teaching of Social Studies. Applying the PIE Model to Social Studies curricula in Manitoba allows pro-activity through social action to be addressed and encourages students to be active rather than passive learners.

Tradition #4: Social Studies in the Student-Centred Approach

Social Studies through a Student-Centered Tradition puts students as its primary focus. All Social Studies content is based upon the students' nature, needs and interests. The whole student, not just student cognition, is honoured. Teachers using this model would say that they teach students, not Social Studies, when asked what they teach.

With this model knowledge is not a given but takes on significance only as it relates to the needs and interests of the students. Curriculum content is not prescribed. It emerges, and is based upon a variety of factors including the needs and interests of the students, the developmental stages of individual students, the students' personal

experiences, and the total overall environment and vicarious experiences of the students (Brubaker, et al., 1977).

The Manitoba Perspective

In Manitoba, a true Student-Centered Approach is not sanctioned. Content, for the most part, is curriculum driven, not driven by the needs and interests of the students. From a Manitoba perspective the attainment of knowledge is grounded in the learning of factual information. These facts are then used to formulate relationships, categories and generalizations, and are used to develop higher level thinking skills.

Facts serve as the raw material upon which instruction and learning are founded; they are the minute building blocks of the social studies. Facts become useful when they are placed into some type of organized relationship and are used to acquire and formulate such relationships (Manitoba Education Social Studies Overview, 1985, p.9).

From this Manitoba perspective, curriculum content is fixed and organized and by no means as flexible as would be required when using a true Student-Centered Approach. Student centredness is critical in Manitoba classrooms, but this student focus is seen to a greater degree in the choice of classroom management and pedagogical strategies than on the actual provincially regulated course content. The Manitoba curricula in Social Studies would allow for the true implementation of the Student-Centered Approach for

thirty percent of the time, while seventy percent remains fixed and constant.

The core social studies curriculum has been designed for 70% (28 weeks) of the allotted time in any given year. The remaining time, 30% (12 weeks), is available for investigating social studies concerns and issues deemed relevant by teachers and/or students (Manitoba Education Social Studies Grade 9 Curriculum, 1985, p. viii).

Many ideals outlined by the Student-Centered Approach to Social Studies are significant components to the PIE Model of Inclusive Education. Both believe in teaching the whole student and allowing for diversity in the development stages of each student. Student centredness with the PIE Model focuses more on classroom management and pedagogical choices and less on actual content. Curriculum content in Manitoba is provincially determined. Teachers using the PIE Model would take full advantage of the thirty percent optional content clause built into the Social Studies curricula allowing content to have a specific student focus.

Like the Student-Centered Approach, the PIE Model empowers students by giving them input into their learning and, in particular, into assessment. Assessment is ongoing and often shared.

Tradition #5: Social Studies as Socio-Political Involvement

Active citizenship is paramount to the Socio-Political Involvement Approach to Social Studies. When using this approach students are taught about conflict and are encouraged to address conflict directly. Conflict resolution and reconciliation, a working knowledge of politics, and the valuing of personal opinion are fundamental to this approach.

The teacher of the Social Studies students must therefore be actively involved in the valuing process; and for a person to hold a value, he [sic] must act repeatedly on behalf of his professed belief (Brubaker, et al., 1977, p. 204).

In order to encourage this assertive form of active citizenship, teaching and learning within the classroom is linked closely to political involvement in the school and the community. Many teaching techniques and strategies used in reflective inquiry are encouraged in the Socio-Political Involvement Approach as they efficiently bridge the classroom with the school and community, and bolster active citizenship. According to this approach, student and teacher evaluation should be based upon active involvement in the reflective action process (Brubaker et al. , 1977, p. 205).

The Manitoba Perspective

Without a doubt, social participation is a key element to the teaching of Social Studies in Manitoba. From a Manitoba perspective, however, social participation appears

less assertive, less conflict-driven than the socio-political involvement outlined. The end result of social participation, from a Manitoba perspective, would be to prepare students for their role as future citizens.

The social participation skill objectives are designed to help develop informed people who will participate actively in society (i.e., to criticize constructively and to work to improve it where necessary) and participate effectively with others to achieve mutual goals (Manitoba Education Social Studies Overview, 1985, p.11).

Through Socio-Political Involvement, students learn about active citizenship by being actively involved in controversial issues and topics, and by practicing socio-political activities within the school and the community.

Pro-activity is one of three cornerstones of the PIE Model of Inclusive Education. Through this, students are encouraged to participate in a variety of activities that develop social awareness and assume a pro-active approach to social participation. If a controversial topic surfaces it will become a significant program component and the tool used to develop the concepts of knowledge construction, the identification of bias, and responsible citizenship.

The teacher using the PIE Model will not create controversial topics for lesson planning, but rather use current topics to develop the skills previously mentioned. Pro-activity is but one cornerstone of the PIE Model, not the entire approach as is suggested by the Socio-Political Involvement approach.

Conclusions

The five traditions outlined in this chapter are not mutually exclusive. Components of all five can and should be used in appropriate combinations. As is seen in the analysis of the Manitoba Education Social Studies Overview, there is a place in the teaching of Social Studies in this province for parts of all five traditions. As well, the Manitoba Social Studies Overview suggests that all schooling should address the social development needs of individual students and points out that Social Studies has often been called upon to carry this entire burden alone.

Schooling should help youngsters to choose their place in a changing society while, at the same time, helping them to meet their individual needs. Within the school system, however, this specific responsibility falls on the Social Studies program (Manitoba Education Social Studies Overview, 1977, p.12).

As has been previously discussed, the educational priorities and approach outlined in the PIE Model of Inclusive Education supports and supplements the overall goals of Social Studies education in this province. Through the use of the PIE Model, teachers are able to find direction in tackling the less conservative, more controversial components found in the 'Attitudes, Values and Social Participation' requirements. They will re-think their approach to knowledge transmission and better define for themselves and their students how and why knowledge is

constructed. Through inclusive interactive teaching strategies they will encourage students to investigate the concept of citizenship and community while demonstrating the same. Through appropriate pedagogical and assessment choices, student needs, natures and interests can be addressed. Pro-activity provides direction and guidance for teachers wanting to include more controversial issues and wanting to be more active in citizenship transmission.

The PIE Model for inclusive curriculum delivery was never intended to be just a Social Studies model; rather its intended use was as an approach to any and all curricula and to education in general. Through the PIE Model perspective clarification and knowledge construction, pro-active citizenship, active and interactive learning, student empowerment and inclusive ideology are brought into all classes, subject areas and the running of the school as a whole.

The goals and aspirations for Social Studies make it a natural entry point for this educational model. Social Studies can act as a catalyst in spreading an inclusive perspective to the entire school, thus creating an air of collaboration in which all areas of education take on the responsibility of educating the next responsible generation of Canadians.

CHAPTER 5

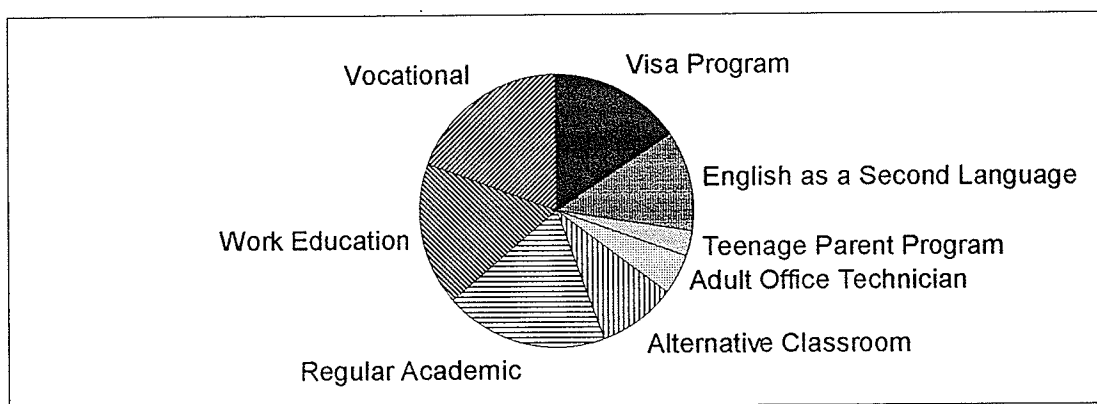
The Implementation of the PIE Model of Inclusive Education

School and Community Profile

The Pro-Active, Interactive, Empowering (PIE) Model of Inclusive Education was piloted for one semester, August 1995 to January 1996, with a Senior 1 class in the Social Studies content area. A Winnipeg academic/vocational secondary school (School X) with an inner-city designation was chosen for this study.

Even though the student population is less than three hundred and fifty, this school offers a multitude of program choices: Food Services, Power Mechanics, Data Processing, and Work Education, as well as Regular Academic, Visa (educational Visa), English as a Second Language, Teenage Parent, Alternative Classroom and Adult Office Technician Programs.

Figure #1: School X Profile



(Vide Appendix 8 for more information re: school profile)

The majority of adults in the neighbourhood are employed at blue collar jobs. A number of adults from the community have returned to School X for upgrading and specialized training. There is a large Laotian community residing in the catchment area. The school is considered ethnically mixed. Seventeen different languages are spoken in the homes.

School X has two main feeder schools. Even though both schools are K - 8, they differ in a multitude of ways, outlined later in this chapter. Many of the students of School X live on their own, having left their families for a variety of personal reasons. Some of the students who live on their own are Landed Immigrants and Visa students who have left their families in their home countries. A large number of students are employed, working after school and on the weekends.

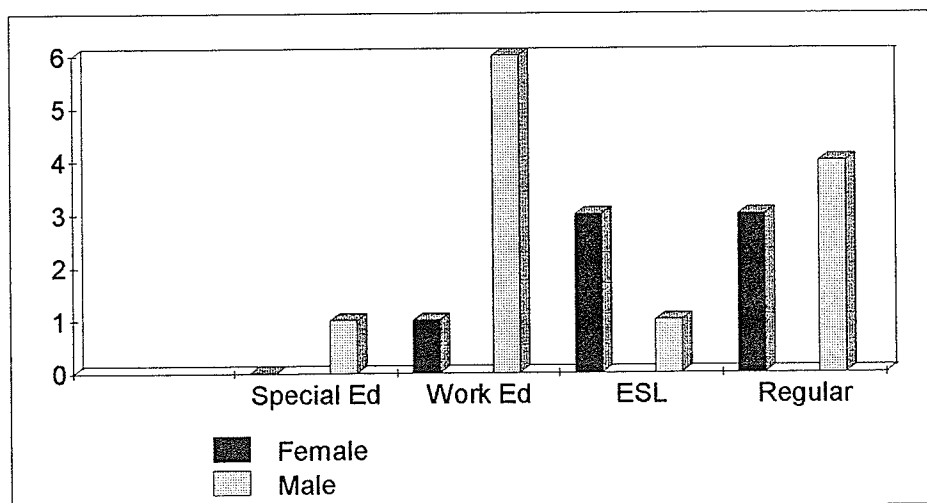
School X has the only Work Education program in the school division, and, for this reason, the academic achievement range within the school is wide. Work Education students are two or more years behind in basic skills. Many Work Education students have significant cognitive disabilities and many have learning disabilities. As well, there are several students with special needs, receiving extensively modified programming, integrated into the Work Education Program.

School X is beginning to work on an Inclusive Education philosophy. Academically less-abled students are integrated into most option courses. At the time of the research, Senior 1 Social Studies was the only inclusive academic course.

Senior 1 Social Studies: A Class Profile

Fifty six Senior 1 students were randomly assigned to one of three Social Studies sections. Only one class, the pilot class containing nineteen students, seven females and twelve males, was used in this study. The following figures outline pilot class demographics in terms of academic/linguistic ability and background.

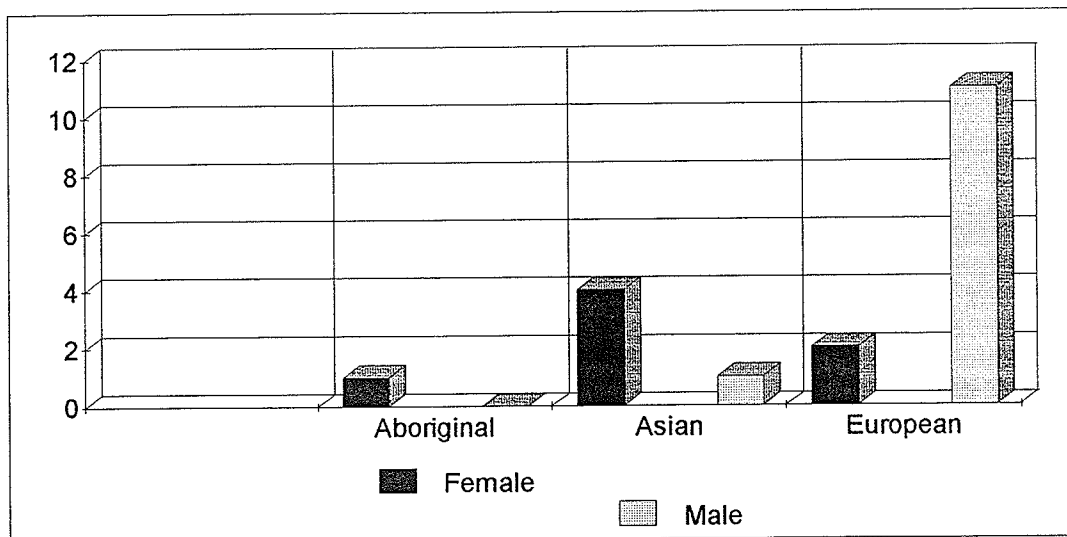
Figure #2: Degree of Diversity (ability and linguistic)



As indicated above, there were four distinct ability/linguistic groups in the pilot class. As defined by

this school and this school division, a 'Special Education' student is a student who is either receiving individualized or heavily supported programs based upon their documented cognitive ability. A 'Work Education' student is defined as a student who, for numerous reasons, is two or more years behind in all academic areas. An 'ESL student' is a student who speaks English as a Second Language, and who has received supported language programming for fewer than three years. All other students are categorized as 'Regular'.

Figure #3: Background



Students in the pilot class were from three distinct backgrounds; Aboriginal, Asian and European.

Senior 1 Social Studies: Specific Student Profile

As with all inclusive classrooms, specific student concerns need to be identified and incorporated into both

the global and daily planning process. Specific student concerns for the pilot class are listed below:

- * Three students were diagnosed as ADHD (all three have recently discontinued medication).

- * Two students had extremely limited writing skills.

- * One student had repeated a grade in elementary school and was repeating Senior 1 Social Studies. This made him/her two years older than the majority of students in the class.

- * One student was returning to school on a trial basis after two years of home schooling. S/he left his/her elementary school under difficult circumstances and was not keen on coming back to school.

- * Three students were extensively involved in counselling due to serious home problems.

- * One ESL student was at the beginner level for language acquisition.

One Instructional Assistant was assigned to each of the three Social Studies classes, including the pilot class. In the pilot class the Instructional Assistant's role was primarily to support one special needs student. As the semester progressed, the special needs student required less and less support, thus the Instructional Assistant was able to work with any and all groups within the class.

Data Collection

Qualitative data was collected in two ways for this study. Interactive journals were used to collect data from students in the pilot class and an observational and reflective research journal was maintained by the teacher-researcher.

Interactive Journals

Over the last decade, educational journals and the practice of journal writing has become common in many school settings. Unlike most teaching tools, educational journals span all educational levels from early primary to upper senior levels. Initially, the use of this teaching/learning/assessment strategy was found primarily in literature and language arts classes. As the value of writing to learn became apparent, educational journals surfaced in other educational disciplines. Senior years Chemistry has become the newest curricular area to incorporate journal writing as a significant component to its overall program and to the provincial curriculum.

A dialogue [interactive] journal is a written conversation in which a student and teacher communicate regularly (daily, weekly, etc., depending on the educational setting) over a semester, school year, or course. Students write as much as they choose and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions. The teacher is a participant in an on-going, written conversation with the student, rather

than an evaluator who corrects or comments on the student's writing (Peyton, 1993).

For this study, interactive journals took on a broader definition than outlined by Peyton. These journals were considered multi-faceted and were not limited strictly to student/teacher written interactions. Student/teacher interaction is very important to the PIE Model, but of equal importance is allowing students to: interact with the course content, interact with and record their true feelings and opinions, and interact with and have impact on classroom management and strategies. It is essential that teachers using the PIE Model are well aware of the potential uses associated with interactive journals and to plan for and foster their multiple benefits.

Interactive Journals and the Pilot Class

As indicated, qualitative data was collected only from students in the pilot class. Interactive journals were the ideal data collection tool as they were a way to collect data while re-inforcing and supporting the fundamental goals of pro-activity, interaction and empowerment outlined in the PIE Model of Inclusive Education.

The interactive benefits of this type of journal has already been discussed, but it is important to note at this time that these journals, in fact, support all goals of the PIE Model of Inclusive Education. This study has

demonstrated that interactive journals allow students to reflect on the concept of knowledge construction explored in class, and begin the process of building their own knowledge.

It [an exercise on perspectives and point of view] showed us that we have different perspectives and that it's okay. That there is nothing wrong with it. I think it is important to consider the other points of view then you can understand what both sides mean (Student #14).

As well, these students used their journals to take a personal look at bias around them and in their lives, and to reflect upon the acts of citizenship in which they were involved.

If it happened to this school [no extra-curriculars] I would want my voice to be heard because just because they think we don't learn anything from those extra-curricular activities, we actually do. We learn good sportsmanship, we learn how to share. I would go to my parents, I would inform my neighbours, and fellow citizens. I would tell everyone I know maybe write up a petition or something and have everyone sign it (Student #5).

These journals allowed students to go through a self-assessment process and to begin goal setting, both necessary when encouraging student empowerment.

When I responded in the journal I responded as sincere, thoughtful and reflective as possible. If I was asked a question and had an answer plus an explanation for my answer I wouldn't hesitate to give my answer and explanation. In my journal to make an

improvement I would have to say it would have to be much neater (Student #14).

Finally, the interactive journal allowed the teacher-researcher to carry out ongoing dynamic assessment, so that any necessary changes to the teaching/learning process could occur immediately. As mentioned earlier, the implementation of the PIE Model is in fact a journey. Feedback given by students of the pilot class through the journals was used to determine the various routes to be taken on this journey.

The students in the pilot class were asked to make thirty four entries in their journals over a five month period (Vide Appendix 9 for the journal questions). Initially, it was felt that these students would make their entries on a daily basis, but the decision was made to reduce the frequency of the entries. As journal writing became more and more popular, entries got longer and longer, and the amount of time writing in the journals began to reduce significantly the amount of time spent on the other components to the course. The PIE Model never loses sight of course content and the teacher-researcher was not willing to jeopardize course content in any way through the collection of data.

Thought-provoking questions, displayed on an overhead projector, were used to focus the students on a particular topic when making journal entries. The use of an overhead projector proved surprisingly beneficial. When the lights

were dimmed students became more engaged in making their journal entries.

Three main categories of questions were posed: questions related to the Social Studies content; questions that addressed the process of the learning taking place; and questions that were reflective in nature. Even though these questions formed the frame through which students made their entries, students were not limited to addressing these questions only. All students in the pilot class were well aware that they could expand upon these questions and take their entry in any direction they wanted once the questions had been answered. All students took advantage of this option at some time throughout the semester, explaining why they had missed some classes or discussing concerns they had at home.

Two students with limited writing ability chose to use audio cassettes to make their journal entries. An audio-centre was set up in an adjoining hallway space off the classroom. This setup was less than perfect in terms of the 'inclusive classroom' environment, but was a necessity due to a senior years reality; teachers often do not have exclusive use of a classroom. In this particular case, the classroom was also used as a biology lab where an audio centre was not needed or wanted.

Immediate feedback was given on each journal entry by the teacher-researcher. The detailed written responses were

positive in nature. They often included a question or two that pertained to the student's entry. As well, the teacher-researcher responses often included some personal information about the teacher-researcher. Her likes, dislikes and opinions were shared only after the students had expressed their opinions. This reduced pressure to imitate the teacher/researcher's opinion. As the semester progressed, student journal entries became longer and longer. Students became aware that the journal was safe and rewarding, and were more willing to elaborate on their entries. Journal writing was fun. "I like this journal idea" (Student #15).

All students in the pilot class were randomly assigned a number to maintain confidentiality. These numbers have been used when making reference to all interactive journal entries.

Teacher-Researcher Observations

Observations were recorded by the teacher-researcher on an ongoing basis. It was originally believed that these observations could be recorded as the class proceeded. This notion was soon abandoned when it became obvious that the teacher-researcher was far too busy. The quality of the observations recorded was, no doubt, jeopardized, but the quantity and quality of teacher/student interaction was enhanced. A truly inclusive classroom is based upon ongoing

interactions, so there is virtually no 'down time' for the teacher.

Observations were framed in two ways. The first frame was 'level of student engagement'. A Highly Engaged class was one where all student groups were on-task. Enthusiasm was high. A Moderately Engaged class was one in which most student groups were on-task. Enthusiasm was present. A class with Low Engagement had student groups that were easily distracted and most students appeared detached both from their group and from the activity.

The second frame, 'inclusive classroom atmosphere' was also divided into three sections. High Inclusivity occurred when all student groups showed 'qualities of a good group', regardless of group membership. Respect and support were evident among all students (vide Appendix 10 for the 'Qualities of Good Group Work' as written by the Pilot Class). Moderate Inclusivity was demonstrated when most student groups displayed 'qualities of a good group', regardless of group membership, and when respect and support, for the most part, were present.

In a class demonstrating Low Inclusivity, many student groups were not displaying the 'qualities of a good group'. Students were either working in isolation or being disrespectful and unsupportive.

Implementing the PIE Model with the Pilot Class

When implementing the PIE Model, teachers must first and foremost view their class and their school with a critical eye in the attempt to identify specific areas of concern and areas of focus. As a flexible model that can be used with any and all classes in any area, the PIE Model is implemented with the greatest degree of impact and success when the teacher is cognizant of the school and community profile, the overall class profile, and specific student profiles and concerns.

When carefully analyzing these three areas (school/ community profile, class profile and specific student profile) in reference to the pilot class, it became obvious that two main challenges would influence how the PIE Model would play out in this setting. The first challenge was the influence of the feeder school setting and the second challenge was the degree of diversity (ability and linguistic) within the classroom.

The Challenge of Feeder School Influence

As previously mentioned, the majority of students in this Senior 1 class were entering high school for the first time, coming primarily from two very different feeder schools. These schools were located in separate corners of the school division. Students from one school had very little to do with students from the other school, as this

was their preference. Feelings of rivalry were present but not pronounced.

As would be expected, the pilot class started with two distinct and different groups of students already well established, one group from each feeder school. The few students who had come from a school other than the two main feeder schools were simply peripheral players for the first few days and weeks. Compounding the fact that students from each school preferred to stay with their former classmates was the fact that the schools themselves operated in very different ways. The educational philosophy to which these students had been exposed varied.

Even though both schools were considered ethnically mixed, Feeder School # 1 housed the divisional K-8 ESL program. As a result, students coming from this school had more exposure to ethnically diverse classrooms. Both feeder schools had been given an 'inner city' designation. For Feeder School #2 this designation was recent and the school was struggling with programming ideas. For Feeder School #1, many support programs had been well established for several years.

The establishment of an "inclusive classroom" became a primary focus for this group of students and required much attention and very precise planning. The breaking down of pre-existing barriers would be essential to building a community of learners required for successful inclusion.

The Challenge of Ability and Linguistic Ability Levels

As mentioned, there were four distinct academic/linguistic levels within the pilot class; ESL, Work Education, Special Education and Regular Academic. Senior 1 Social Studies was the only inclusive academic course offered. All other academic courses were separated into ability groupings.

It became obvious from Day One that most students were well aware that this class looked different. Many students from the Work Education program walked in the door demanding to know why they, the 'rubber room students', had to be in this class with the 'regular students'. They also let it be known that they expected to have their work 'modified'. In actual fact they were asking for segregation within the integrated setting.

Addressing this challenge became a two-fold problem. First, there needed to be a serious attitude adjustment on the part of the Work Education students. They needed to realize that they were not 'rubber room students', but rather students who had been academically unsuccessful for numerous reasons. Secondly, they needed to realize that they too could be academically successful with appropriate adaptations to the teaching/learning process. This type of change in attitude would come about as a result of developing positive self-worth through academic success.

The school year started with discussions of 'our' class, 'our' year and 'our' school. Feeder schools were not mentioned during the first few weeks of school (Vide Appendix 11 for the Inclusive Classroom Building activities for Unit #1, Canadian Identity).

Establishing an Inclusive Classroom in the Pilot Class

Secondary school settings provide certain limitations when attempting to establish an inclusive environment. The classroom initially assigned to house the pilot class was very small. A French language lab was set up in one section of the assigned room, reducing the actual working space. The teacher-researcher stated at the conclusion of the first class, "I must find a new room!!".

An empty science lab was the only available space and on the second day of school it became the classroom for the pilot class. It was spacious with large tables that would be conducive to group work. Unfortunately, this room was being used earlier in the day by the Biology teacher, so certain restrictions on the space were in place. The limited wall and bulletin board space would have to be shared. Setting up permanent centres within the classroom was impossible. Nonetheless, the decision was made to trade the limited space in the first classroom for a larger room with some restrictions.

Honouring Diversity in the Pilot Class

Even with the wall space restrictions, all students' work was displayed with pride. When there was no more space in the assigned area of the classroom, hallway bulletin boards and hallways were used.

For example, one hallway display was created by students in the pilot class to honour diversity within the school. Students interested in pursuing the multi-lingual nature of the school conducted a survey of the entire student body to determine what languages the students spoke. The word 'welcome' was written in each of these languages and made into a welcome display for the front hall of the school.

Initially, students were given a choice of seating. It quickly became apparent that the most marginalized students in the room gravitated to the peripheral seats and the more academically abled students found seats that were front and centre. A well-orchestrated seating plan became fundamental to the success of the PIE Model in the pilot class. Throughout the semester, 5 different seating plans were designed. The size of the room and the number of tables in the room allowed two students to share each table.

The focus of the first seating plan was to: (1) move peripheral players (some Work Education and ESL students) to a more central location; (2) keep comfort levels high by keeping same gender matches, wherever possible; and (3)

begin with a few specifically selected students to break the feeder-school preference. Each consecutive plan built in more variables until gender, feeder-school affiliation, background and ability were all inter-mixed in the final seating plan .

Building Respect in the Pilot Class

Setting the stage for a classroom built upon respect must be both planned and articulated. Expectations for all members of the class must be clearly outlined and reinforced. For the pilot class, these expectations were explained in the course outline distributed on the first day of the course. The expectations for this class read as follows:

Expected of the class: All members of the class are expected to treat all other members of this class with respect.

Expected of the teacher: The teacher is expected to provide an opportunity for students to learn about Canada through a variety of activities. The teacher is expected to allow students the opportunity to pursue in more detail areas of the course that are of the most interest to them. The teacher is expected to give students a choice for portfolio assessment. The teacher is expected to go the extra kilometer.

Expected of the student: Students are expected to work cooperatively with each other. Students are expected to complete all tasks and to take responsibility for their assignments. Students are expected to make decisions about their portfolios. Students are expected to go the extra kilometer (vide Appendix 12 for the entire course outline).

It is important to note that when developing a truly inclusive classroom based upon respecting and empowering students, expectations are for **all** members of the class, including the teacher, and in this case the teacher-researcher. Another strategy would be for the students to collaborate in building this list of expectations. This strategy was rejected with the pilot class due to the uncollaborative nature of this class at the beginning of the research semester.

Respect was expected in all interactions in the pilot class. If a disrespectful act occurred it was identified as such and amends were made. No act of disrespect went unchallenged. Even though, at times, this was time-consuming and exhausting, the benefits were noticed by early-to-mid November when virtually no classroom time was spent on this issue. The teacher-researcher modeled the expected respectful behaviour at all times. This behaviour did not go unnoticed by the students. As Student #18 stated when describing the good part of the class, "You [teacher] expect respect and give respect to others and remind us to give others respect".

The most serious act of disrespect occurred when student #11 pulled the chair away as student #18 was sitting down. Student #18 fell to the floor and could have been seriously hurt. This situation was discussed with student #11 and it was mutually decided that s/he would not return

to the class until s/he had made amends for his behaviour. Student #11 returned to the class before the end of the period with a well-written typed letter of apology. The teacher-researcher's journal entry for that day reads:

.... In his/her letter of apology student #11 admitted to his/her disrespectful act. S/he investigated in writing the incident, questioned her part in it and even investigated why s/he would do something like that....very impressive.

CHAPTER 6

The Implementation of the PIE Model of Inclusive Education: Pilot Class Exemplars

All teaching/learning strategies and activities used in the pilot class were chosen first and foremost to meet the content objectives for the course, and secondly to build and develop the four components of the PIE Model of Inclusive Education: Inclusive Classroom, Pro-Activity, Interactivity and Empowerment. It is impossible to describe all activities chosen throughout the semester, so two specific examples for each of the four components are highlighted as exemplars (Vide Appendix 13 for teaching and learning strategies highlighted in bold print below).

Goal #1 An Inclusive Classroom

Exemplar #1: "Our List of What Canadian Means"

Social Studies Content Theme: Exploring the Nature of Canadian Identity and of Multiculturalism (Manitoba Social Studies Curriculum - Grade 9).

CURRICULUM CONTENT	TEACHING/ LEARNING STRATEGIES	INCLUSIVE CLASSROOM	PRO-ACTIVE	INTERACTIVE	EMPOWERING
<u>INFLUENCES of CANADIAN IDENTITY</u> The Media: read orally/ silently a newspaper "Canadian Pride"	*Think/ Pair and Share	*"Our" reasons for being proud Canadians *Celebrating our success	*Responsible citizen -sending to newspaper *Constructing knowledge	*Scaffolding -partner practice -using paper to model	*Intra- personal reflection *Inter- personal sharing

On September 13th, 1996, Gordon Sinclair Jr. wrote an article in the Free Press, one of Winnipeg's English

language daily newspapers, about 'Why I'm Proud To Be Canadian'. The timing of the article couldn't have been better as the content for Social Studies at that time was Unit 1 - Canadian Identity and Multiculturalism. Mr. Sinclair's article was used as a springboard for discussion about Canadian identity and the importance of the media in shaping national identity. Using the Think, Pair and Share activity the students created and refined their list of 'Canadian Pride' (Vide Appendix 13 for descriptors of this and other teaching strategies used). This list and a covering letter were sent to Mr. Sinclair, who felt it was worthy of publishing. The article he wrote, called "Teens Express Pride in Canada", reads like this:

...And then, mercifully, a thank-you letter arrived. It was from [], a teacher at []. It seems the column had arrived just as her Grade 9 class was starting a social studies unit on Canadian identity and it inspired the group of mostly 15 year-olds to prepare their own list. Many of the kids are recent immigrants from southeast Asia. And what surprised [] about the exercise is how seriously the kids took it. I turned the page and there was the list, 25 reasons why a group of 20 teenagers, some of whom aren't even Canadian citizens yet [are proud to be Canadian].

I'm proud to be a Canadian or now to live in Canada because...of the beautiful trees; Canadians are nature lovers; of the parks; of the clean water and clean food; I am a free person and I have rights; I have a right to an education and because of the schools; there are many different people in Canada; of the sports- NHL, WHL, CFL, MLB; of the hockey teams; of the winters; of the maple leaf; of great laws and respect; of good health insurance; of the shopping malls; I can travel to different countries and cities; we don't have earthquakes; of the welfare system; there's a roof over my head and food on my plate; of

Jean Chretien; of peace; Canadians love their country; we are friends of everybody else on this earth; I am proud to now live in Canada because Canada has made all my dreams come true.

When I read the list there were lines that echoed; There is not much violence....the welfare system....we are friends of everyone else on earth....I can travel...you are free.... The irony is reading the list reminded me of the only reason I'm not proud to be a Canadian. Because, for the most part, we take what we have for granted (Winnipeg Free Press, Sept. 20, 1995).

As can be seen by the chart at the beginning of this exemplar this exercise was powerful in that all the components of the PIE Model were incorporated. What turned it into a strong activity for building an 'Inclusive Classroom' was the celebration that followed the publication. Celebrating "OUR" success was essential. Each student was given a copy of the newspaper to read together, and later to take home and share with their families. Donuts capped off the celebration.

Student Reaction

Total disbelief, then overwhelming enthusiasm were the reactions of the pilot class to having their opinions and words published in the newspaper. As the article was read aloud, the students would yell out, "I said that!" or "That's mine!"

Students were asked to write in their journals about this activity. Of the eighteen students who were present, all eighteen (ESL/Regular/Special Needs/Work Education) said

that sending OUR list to the newspaper was a wonderful thing and was important to do; "It's important for the adults to get to know how we feel about this situation" (student #16); "It was nice to know that the press will give room in the paper for teens. It let's (sic) us speak out with words" (student #15); "Yes it is important because people wake up and they read [the] newspaper and that the teen write[s] a (sic) something important in the newspaper and some teen [s] show that they care" (student #10).

Keeping in mind the necessity to change the Work Education students' perception of themselves from 'rubber room kids' to 'academically successful' the comment shared below by a Work Education student was the most meaningful of the lot; "I feel happy because I know I did a good job" (student #11).

When students were asked if they would write to the paper again, nine said a definite 'yes', seven gave a conditional 'yes' (if something were important enough), and two said a definite 'no', both stating the excessive waste of trees as the reason behind their response.

Teacher Observation

The concept of 'teachable moment' was once again brought home. Timing and taking advantage of a teachable moment played a huge role in the success of this activity. Also important was the very conscious effort on the part of

the teacher-researcher to include at least one idea from each student. Not all ideas were equally powerful or profound, but all ideas were honoured in the same fashion. The beginner ESL student and the student with special needs had their ideas published. For the first time in close to a month these students acted like part of a group. They all belonged and they were beginning to develop that community feeling which is so essential to the success of this model.

I must note that an interesting event happened upon leaving the S.S. class today. As we, the students and I, were walking up the ramp Student #17 yelled out to a friend at the top of the ramp, "Guess what, 'our' class was published in the paper." The part that impressed me so much was the way he drew out the word 'our'. I think it's the first time I've heard any of the students talk about our class with such pride. Thanks, Mr. Sinclair (Teacher/researcher journal dated Sept. 20th).

Goal #1 An Inclusive Classroom

Exemplar #2: The Young Offenders Act

Social Studies Content Theme: Examining the nature of the political and legal process, their structures, functions and characteristics.

CURRICULUM CONTENT	TEACHING/ LEARNING ACTIVITIES	INCLUSIVE CLASSROOM	PRO-ACTIVE	INTERACTIVE	EMPOWERING
<u>The Young Offenders Act:</u>	Learning Partners (research project)	OUR hall display	*Knowledge Construction -identify perspective *Responsible Citizen	*Multi-level tasks assigned all can be a success	*Multiple Intelligences honoured Visual/Spatial Interpersonal -Logical/ Mathematical -Verbal/ linguistic -Intrapersonal

The Young Offenders Act was one of the topics chosen for exploration when studying the Canadian legal process. Again, a timely event in the school raised the interest level for this topic. A student from School X had been arrested in front of the school accused of stealing a City of Winnipeg truck and driving it into another parked car. All of these events occurred at lunch hour in front of many student witnesses.

The students of the pilot class arrived to class that day all in a buzz, wondering what would happen to the errant student. While discussing the events of the day, 'our' class decided that it would be a good idea to investigate the Young Offenders Act (YOA). This investigation centred around the present YOA and the proposed changes to the Act. Newspapers and magazine articles became pivotal in this assignment due to the current nature of the topic.

When using the PIE Model, a discussion of perspective and point of view would always take place when doing any

activity involving magazines, pamphlets and even text books, so students were asked when reviewing an article to try to identify the point of view of the author. The importance of this process was stated most clearly by student #7:

Everybody want to be right about what they say and want people to think that what they're saying is true. One person perspective or point of view could influence a lot of things. I think one person perspective could change the way people think of things. I don't think that you should have a point of view on everything that you read. Because sometime things that you read are not always true. People who write stuff they just want you to believe on what they're writing.

Students were asked through their interactive journals to choose three students whom they would like to have as their learning partner on their Young Offenders Project. Students' opinions were honoured as partners were established according to their recommendations. The journals proved to be an excellent tool for establishing learning partners, so that no student felt left out watching other students pair up quickly. As it turned out, one student was not chosen as a partner by anyone. Using the journals gave the teacher-researcher twenty-four hours to contact quietly a class member, and ask him/her if s/he would be willing to be that person's partner. When partners were assigned the next day everyone had a partner with whom they were happy to work.

The end product of the Young Offenders Project was a 'class'-produced hallway display. Students were given

options about presenting their research. These options were created as much as possible on the principles of multiple intelligences (Gardner, 1985), allowing students to research and display their learning through a variety of intelligences. Charts, graphs, specific quotes, dialogues, written material, diagrams and pictures graced **our** hallway display.

The teacher-researcher's journal comment about a beginner ESL student's project expresses how beneficial a multiple intelligences focus can be,

What a wonderful day for Student #9. S/he absolutely shone when s/he showed her project. S/he has incredible Logical/Mathematical ability and did a chart and graph of youth crime rates that wowed everyone, especially herself/himself.

Without a doubt this student felt empowered and very successful, even though his/her English language was limited.

Thank you so much to everyone. I know that everyone gave me big applause so that you very much for our class and for you (Student #9).

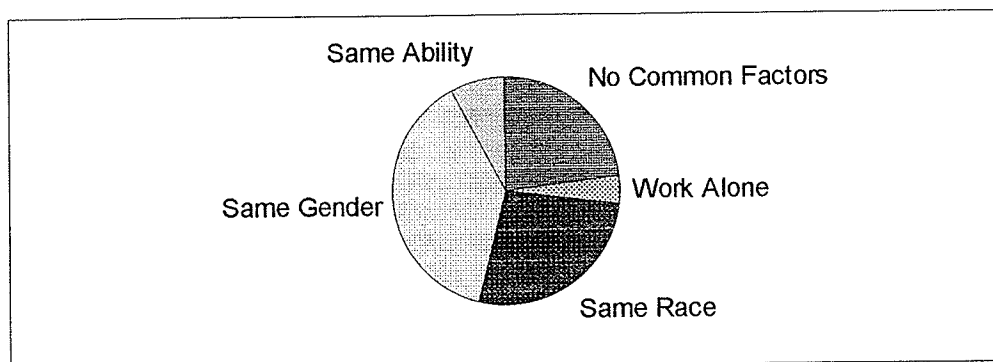
Again, many components of the PIE Model were addressed in this activity - empowering students to be successful through multiple intelligences options, allowing students to begin to construct their own knowledge and honouring students through respect for their recommendations.

A gentle reminder to the school administrator by the teacher-researcher helped to turn this activity into one promoting an "Inclusive Classroom". After the reminder, both administrators made the effort to visit the Social Studies class to compliment students on the display and to thank them for sharing their learning with the entire school. As well, an announcement was made to the entire school again complimenting the class and suggesting that students stop by to view the display. 'Our' class was proud.

Student Reaction

As previously mentioned, using their journals, students in the pilot class were asked to choose three students with whom they were willing to work on their Young Offenders Project. Data was reviewed to determine if students chose a partner based upon a degree of 'sameness'. The question being answered by the analysis of this data was, "Were all three people chosen the same gender, the same race and/or the same ability level as the person doing the choosing, or were there no common factors?"

Figure #4: Partner Choice: Did you choose to work with people who are like you?



Journal entries on the topic of partner preference show that the majority of students chose to work with someone of the same gender, with race being the second most common factor. The informal analysis of this data allowed the teacher-researcher to carry out ongoing, dynamic assessment. Thus the subsequent seating plan was designed to foster inter-gender and inter-racial comfort.

Teacher Observation: Concluding Remarks

As the semester progressed pieces of the "Community of Learners" ideal began to emerge. By the middle of October the teacher-researcher wrote that:

Today I needed to talk to [] in the hall with regards to another school issue (Natural Helpers) [the Instructional Assistant was in the library]. We had quite a lengthy talk and no one in the classroom knew I was gone. They were totally engaged with their clock partner in preparing their graphic organizer. This is a step in the right direction. I'm no longer controlling respectful behaviour. Well, no longer may be a bit too optimistic, but I'm not always necessary.

Ultimately, this day demonstrated that the pilot class was developing the skills and attitudes necessary to be actively engaged in learning in an orderly environment and that that orderly environment can be based upon respect rather than upon control. Not all days were as successful as this one but as the semester progressed, this became the norm and not the exception.

On the first day of this study the teacher-researcher expressed concern that it would take the entire semester to break down completely pre-existing barriers and truly to build a community of learners, and it did. On January 12th, 1996, two weeks before the end of the semester, the teacher-researcher wrote:

They know it, we did it. We've come a long way!!!! I feel and see respect and inclusivity everywhere. Even student #6 and student #18, who walked in the door on the first day pushing and shoving, and stating they hated each other, worked well today in a partner activity. Student #15, who has asked to work alone all semester worked with student #9 (a beginner ESL student) and did a wonderful job. Fantastic student #15, you've made wonderful gains.

The Instructional Assistant assigned to the pilot class also noticed the change (Vide Appendix 14 for the complete comments).

During the first month there were signs of difficulty with some of the students. The male students in the class were displaying inappropriate behaviours such as talking while the teacher was talking to the class. A higher percentage of males were involved in disruptive behaviours then did (sic) the females. Many times I

would witness name-calling, play-fighting and horse play.

As the weeks and months passed on I could see an improvement in the behaviour of certain students. The quality and quantity of work was better. Students who were not getting along at the beginning of the semester were now able to work in small groups.

A positive change in the majority of the student was evident from August 1995 to January 1996. It was an excellent learning experience to be involved with this grade 9 Social Studies class. (from Pilot Class Instructional Assistant - end of year comments).

GOAL #2: WORKING TOWARDS PRO-ACTIVITY

Exemplar #1: Media Image of Canadian People

Social Studies Content Theme: Exploring the Nature of Canadian Identity and of Multiculturalism (Manitoba Social Studies Curriculum - Grade9).

CURRICULUM CONTENT	TEACHING/ LEARNING ACTIVITIES	INCLUSIVE CLASSROOM	PRO-ACTIVE	INTERACTIVE	EMPOWERING
<u>Discrimination:</u>					
People in our Canadian Collage	Gallery Walk Are there people of colour? Are there people with disabilities?	OUR collages are all displayed with honour	*Knowledge Construction -whose knowledge is portrayed *Identifying Bias: Who is omitted? Why? *Responsible Citizen: What should we do?	*Supported High Challenge: Analyze / Infer: using recording chart/data organizer	*Intra- Personal (journal reflection) *Kinesthetic Learners Honoured *Logical Mathematical Intelligence honoured

Pilot class students prepared a 'Canadian' collage, using only Canadian resources; magazines, newspapers, pamphlets, flyers and some hand-drawn material. Their collages were a representation of their vision of

Canada/Canadians. Upon completion, these collages were displayed around the room. Using the Gallery Walk procedure and a data-organizing chart, students viewed all of the collages, keeping notes on the number of different races and ability levels represented in the collages. The basic theme for the lesson was: 'Discrimination is all around us and can be very subtle'. Representation numbers were compiled and percentages determined.

Student Reaction

Students were shocked to determine the misrepresentation of people of colour and people with disabilities in Canadian publications. Of the sixteen students who made journal entries for that day, 10 students said that it was racist and discriminatory. They said that this made them feel either mad, sad or bad, and eight of the ten students said that they would be willing to try to do something about this situation. Four said that it was not fair, but that it was probably by accident. All of these students were of European decent, 3 from Work Ed. and 1 from 'Regular'. Two students said it was perfectly okay and they really didn't care one way or the other.

The media think that Canada is almost all white people! But it's not. If I look around my class(es) there are many different colour[s] of people. I don't want to be rude but I think that they (media) are racist. It doesn't matter if your skin is black, white or brown, we all have a spot somewhere. It makes me feel sad because I hate it when people leave out other

people. They got to stop and take a look around them. I think we should do something about it, maybe write a letter and complain. I would be willing to write the letter myself!!!! (Student #16).

Canadian magazines says (sic) that people are white. I feel that people should not say or write things that are not true. I think young Canadians should try to stop the people who are telling stories (lies). I think I should write to this magazine and ask them to stop lying (Student # 13).

I learn that the media vision of Canadian is kind of racism because of the way they put more white people on than any other color people. But I also think that is okay for them to put anything on the magazine as long as it didn't affect us. I think the magazine has this vision is because they're Canadian and they're white. I fel[feel] kind of upset because Canada is a place where every one is welcome and they respect all culture, but the media did not show it on their magazine (Student #7).

Teacher Reaction

All the students who believed that the magazines omitted groups of people by accident were European decent and the majority were from the Work Education class. Many students were extremely uncomfortable with this activity. One student suggested that doing this activity was racist. Students were at first concerned that they, the students, had been racist by omitting groups of people from their collages. But, looking back through the Canadian materials used it became obvious that it was very possible to omit groups of people, as there were limited representation (MacLean's, Chatelaine and various Canadian pamphlets and brochures).

Even knowing this, students still appeared uncomfortable and the teacher/researcher wrote: "Very uncomfortable with this activity. No one wants to suggest that we are not a just and fair country." For some students it was a real eye-opener.

I learned that their (sic) is more people than I thought that are racist. If there is more white people in magazines than (sic) obviously the people that do the magazines are racist against others. I'm not sure why the media had this vision. There could be lots of reasons. It makes me wonder about how many other people are racist against others. I think we should do something about it (Student # 14).

Now that students in the pilot class were more cognizant of discrimination by omission, a careful scrutiny of materials continued to take place.

Goal #2: Working Towards Pro-Activity

Exemplar #2: Letters to the Sergeant at Arms

Social Studies Content Theme: Exploring the Political Process; What impact does government have on the people and how can people influence the government process (Social Studies Curriculum - Grade 9).

CURRICULUM CONTENT	TEACHING/ LEARNING ACTIVITIES	INCLUSIVE CLASSROOM	PRO-ACTIVE	INTERACTIVE	EMPOWERING
<u>INFLUENCING</u> <u>THE GOV'N'T</u> <u>PROCESS</u> Letter to Sergeant at Arms	*Organizer The Good / The Bad / The Ugly	* "OUR" class felt discrim- nation	* Identifying Bias: Youth Bias * Responsible Citizen: expressing concern and opinion	* Multi- Level Prog. -W.E. student assisted in keyboarding -letter format modeled -organizer	* Assessment rubric: letter to legislature Multiple Intelligences -Intrapersonal -Visual/ linguistic -Interpersonal

On October 24th students in all three Senior 1 Social Studies classes (including the pilot class) went on a field trip to the Manitoba Legislative Building. This trip included a tour of the building, as well as viewing Question Period from the visitors gallery. Also viewing the procedures that day was a woman who on several occasions made comments and gestures to the Members below. Attendants in the Gallery had to speak to this woman several times during the session.

At the end of the Question Period, the Sergeant at Arms for the Legislative Assembly approached the teachers and the students from School X, accusing a student from this group of whistling during the session. Both students and teachers were surprised by the adamant and accusational approach he used. He automatically assigned guilt to the students, and not to the badly behaved woman sitting in the same section.

The bus ride back to school was robust as students discussed how unfair the situation was. Interestingly

enough, many students seemed to think this was fairly normal behaviour, citing examples of similar treatment such as walking up to elderly people on the street and having them hold their purses and look frightened; or being watched carefully or being asked to leave stores for no reason.

The discussion continued the next day in class and someone suggested that maybe we should write a letter to the Sergeant at Arms expressing our disappointment, and that is what happened. Students were asked to be sure to include positive comments about their trip as well as to express any concerns they felt were important.

Student Reaction

Cited below are quotations taken from the letters sent by the students:

I enjoyed the tour very much, but when we were blamed for the whistling it made me feel upset. My fellow classmates took great pride in representing our class and our school but to say one of us was whistling is not fair (Student #19).

We were blamed for the whistling that was going on up where we were sitting. You guys should've found out who was doing it before you pointed the finger at us. We were hurt by your accusations (Student #14).

A lady was sitting where we were sitting, and she made noisy sounds. She was in a bad mood. You didn't know who made that noise. You just thought we did it. So you told my teacher we were not good. I can't agree with that, because we didn't do anything for bad and we did best we can do. You must know that we were good (Student #9).

On December 13th, the Senior 1 students at School X received a response from the Sergeant at Arms. Students in

the pilot class, for the most part, were not impressed with the letter of response sent by the Sergeant at Arms. Of the thirteen students writing about his letter, eleven expressed disappointment, feeling his letter lacked sincerity, while two felt it was a sincere apology. When asked if they would write a letter again if they felt they had been discriminated against, seven students said a definite "yes", three students were unsure and three students said a definite "no".

Teacher Reaction

This activity had many benefits and some drawbacks. Of benefit was the fact that this activity supported the 'people involvement in the government theme' outlined in the Senior 1 Social Studies curriculum. The class, as a whole, felt discriminated against, giving students the OUR class feeling. Students felt that writing a letter was the right thing to do, so the responsible citizen was reinforced. As well, the activity came from the class and the teacher was willing to scrap the day's plans to encourage their involvement, so they felt empowered to do a good job.

Plans were scrapped today. Students still concerned about the Sergeant at Arms. Student #17 suggested that we write a letter of complaint. We discussed this and decided to write a letter that said the positive things about the trip but also expressed our concerns. Students use the organizer "The Good", "The Bad" and "The Ugly" to focus their ideas. All wrote diligently. [IA] and I worked with the ESL and the Special Needs students, as they needed extra help to get organized (teacher-researcher journal -Oct. 25th).

The largest benefit from this activity was noticed when reviewing students' letters. Many students felt it important to talk about the lack of 'respect' demonstrated by the politicians. Respect seems to be very important to this group of students.

Mr. [] it's really hard to say that some of the Cabinet Member (sic) are not respectful. They reacted badly when someone said something about them.... Sir, because our age is only 15 and under it's not good to see them acting like that, because we may copy them. I hope you can understand me. I hope you will say it to them that they must be respectful especially to Madam Speaker. When the Madam Speaker was talking someone was reading a newspaper and someone was talking to another person and making their own business (Student #8).

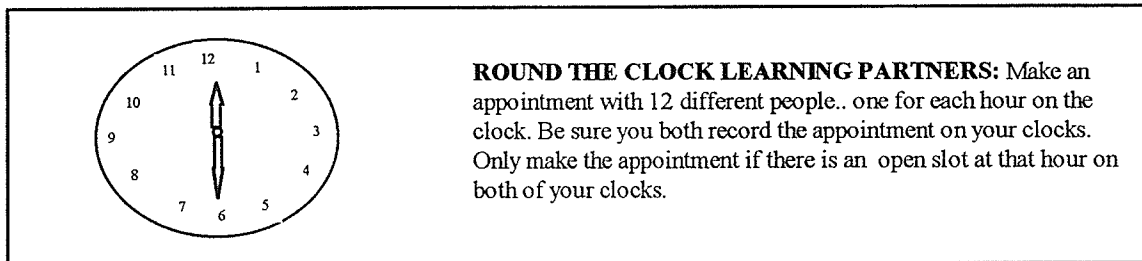
I was surprised to see all the politicians being so rude and interrupting each other all the time like little kids (Student #5).

They [MLAs] were disrespectful to each other's comments. I don't think that we were supposed to see; for example, I saw MLAs talking to their friends, and I don't think that is what MLAs get paid for. The worst part is that we teenagers got to see that and we never thought that MLAs would act like that. They are supposed to set a good example for us instead of not a good example (Student #7).

The drawback to this activity was the fact that the Sergeant at Arms wrote back in what was described by the students as an insincere way, reinforcing their lack of power over this kind of age-discrimination. However, it was reassuring to note that the majority of the students were willing to get involved, to write letters again.

Goal #3: Interactive Teaching/Learning Strategies

Exemplar #1: Grouping Strategies



Throughout the pilot semester many different interactive teaching and learning strategies were used (Vide Appendix #13 for a description of these strategies). At the beginning of the semester, when the 'community of learners' ideal was still in the developmental stage, students were partnered in a structured controlled fashion. One of the most flexible tools used to accomplish this was a Bruce Wellman (1995) strategy called Clock Partners, highlighted above.

Using this strategy, students fill in the names of future partners on their 'clock partner' sheet. When putting a name beside an 'o'clock' (one o'clock, two o'clock, etc.) students are reminded that their name must also go on that partner's clock in the same place. Students are, in fact, making an appointment to meet a partner at a given time. When establishing partners for an activity the teacher would ask, for example, for one o'clock or five o'clock partners to get together.

Students in the pilot class were asked to fill in their Clock Partner sheet by starting at 1 o'clock and moving around the clock to the next highest number. The assumption here is that students tend to fill in the names of the students they are most comfortable working with first, next to the smaller numbers, and the names of the students they are less comfortable with near the end, next to the higher numbers. In a class with more than 12 students some student combinations do not happen. When checking over the completed Clock Partner sheets from the pilot class, students had, in fact, chosen comfortable partners first, with feeder school affiliation and gender becoming the deciding factors for initial partner choice.

Knowing this, the teacher-researcher can adjust and maneuver the comfort level within the classroom for each activity, depending upon the type of activity and the level of inclusion within the class. This is done by choosing either a low number for high comfort or a high number when stretching the comfort level.

With the pilot class it was important to keep a high comfort level at the beginning of the semester while students were adjusting to the new teacher, and new classroom rules and expectations. Within the first six weeks of the pilot semester, all numbers were used, with all students having worked with twelve out of a possible eighteen classmates.

At this point, the expected level of respect, inclusivity and active engagement was developing, and the Clock Partner strategy was dropped in favor of a more random grouping approach. 'Luck of the Draw', dealing out and matching playing cards, was used to arrange working groups. Group size could now vary from two, three or four students depending upon the activity.

After the groupings were determined, the cards could be used to determine who within the group was responsible to report for the group. For example, the original grouping would be all students with the same number meeting and completing the assigned activity, and then another 'luck of the draw' would determine which student within each group would report for the group. For example, the students holding a heart or a spade may be called upon to report. Of course, this card would be drawn at the end of the activity so that all students would prepare themselves to respond.

Student Reaction

The students' reaction to these strategies speaks volumes:

The best part about working with clock partners is that you get to meet everybody. And you get to interact with the 'nerds' and if any of the cool people ask you why your (sic) with him/her you can just say that they were your clock partner (student #16).

The partner that I didn't think I would like to work with but did, was probably []. When you asked me to work with him I said yes to be nice. Then I found out

that he is not that bad of a person. I think that I was surprised because I always thought that [] was a 'nerd'. But I was wrong so I stopped judging people like that' (Student #16).

[I was surprised working with] []. There is no real reason it is just because he is not very popular. But he is really a nice guy. He came for [from] the [] and he couldn't talk English so well I don't think I could pick up a language as fast as he did (Student #11).

My very good partner is []. First I was scared of him because he look[s] like a bad person but it turned out he is a nice partner. [] is my first good partner. My partner is (sic) surprise[d] me a lot because he is (sic) a respect a (sic) girl that['s] why he surprise[d] (Student # 10 ESL).

The partner that surprised me was [] because I never thought working with a male could be fun, for once. I was surprised because it was fun. He made me laugh like he makes comments about our assignment. He just made the assignment interesting (Student #13).

Teacher Observation

The Clock Partner strategy supported the interactive beliefs of the PIE Model. It allowed students to work in a partnership with the majority of their classmates. It also allowed the teacher to maintain comfort levels when necessary and to determine when it was appropriate to stretch that level of comfort.

Determining the correct time to stretch the comfort level is not always easy:

Birthday months is not a good grouping strategy, far too random. I ended up with groups where people didn't get along. Yikes, student #17 ended up with Student #6 and they had declared that they hated each other from

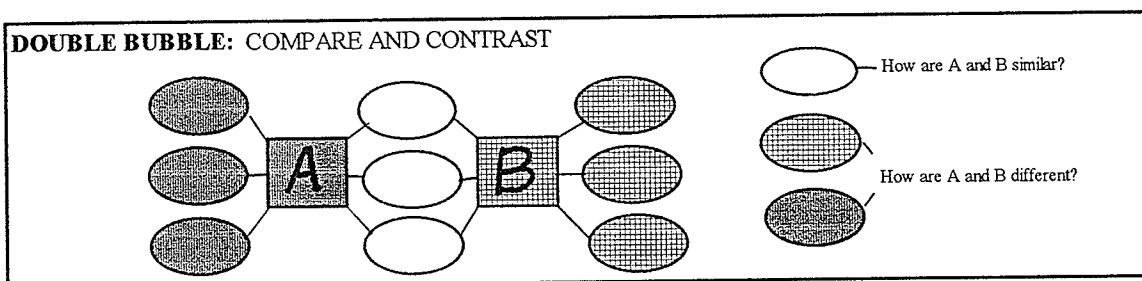
Day One. I tried to explain to them that they didn't have to be friends, they just had to work nicely together today. It didn't work, back to Clock Partners (teacher-researcher journal, Sept. 8th, 1995).

By the middle of October it appeared that random groupings might be possible. At that time, the teacher-researcher wrote:

Today we used the last number (12) of our Clock Partner page. The students have done well. Now only a few people haven't worked together. I think we are ready for another grouping method, something a little less predictable, something more fun that will combine more than two students.

Over the next three months, until the end of the semester the teacher-researcher noted mostly successful groupings using the random 'luck of the draw' approach. Of course, there were some days that success just was not in the cards, but as the semester progressed students in the pilot class learned to work successfully with all of their classmates.

Exemplar #2: Multi-Level Programming through Organizational Strategies



Various types of graphic organizers were used throughout the semester. The Double Bubble (Wellman, 1995)

shown above was used whenever students were asked to compare two similar but different concepts: American/Canadian, Immigrant/Refugee, and so on.

Daily classroom organization recognized the need for many students to be kept informed regarding the learning agenda. Every day, the teacher-researcher listed the 'housekeeping' items, items left over from the previous day, homework to be collected, and so on, on a specific blackboard.

On another board the teacher-researcher listed the plan for the class period, for example: 1) Journal writing; 2) Clock Partner-Levels of Government Activity; 3) Share results of activity with class; 4) Time to work on project. As an activity was completed it was checked off the list. By doing this, students could easily see the planned structure for the class and feel a sense of accomplishment as tasks were completed.

As well, every unit of study began with a unit organizer that was consulted regularly throughout the unit, showing students where they had been and where they were going with the unit. At the end of the unit this organizer was once again used to coordinate study time and to review for the test (Vide Appendices 13 and 15 for samples of graphic organizers).

Student Reaction

After the completion of the course, students were given samples of the organizers used during the pilot semester and asked to reflect upon their usefulness. Of the seventeen students present, fifteen said that graphic organizers were useful to their learning. One student (Student #18) said, "The graphic organizers didn't help me very much partly because I didn't use them but I am sure they would have." One student was not sure if they were helpful or not. But, for the rest of the pilot class, graphic organizers were extremely helpful:

Yes these graphic organizers helped me lots to stay on track and to understand. As I said they helped me stay focused (student #3).

It [graphic organizer] help[s] me to make the lessons clear and I can easy to get the idea of the lesson. It's give me information step by step (Student #8).

Yes they [graphic organizers] help[ed] me because they showed me in point form (Student #17).

Yes they [graphic organizers] help alot (sic) because I could see what I was learing (sic). Yes, I would [use them in my other school work] because I am a visual lerner (sic) (Student #11).

They [graphic organizers] helped because there was information on them in certain orders so I didn't have to look all over for notes and I was able to understand it better (Student #13).

Teacher Observation

Two specific categories of organizers were used throughout the pilot semester. One category, the unit

organizers, gave students the 'big' picture and were extremely helpful to students who tended to have trouble staying focused or keeping their material organized. The second type of organizer, similar to the Double Bubble, was activity specific, being used to help students with higher challenge activities, compare and contrast.

Initially, graphic organizers were built into the PIE Model as a 'scaffold' primarily to help students who were academically less-abled to experience success with the 'regular' curriculum. As it turned out, these organizers were a benefit to all students and to the teacher-researcher, keeping all focused and on-task.

Without a doubt, all graphic organizers used with the pilot class were a huge success. Notes, stars and reminders decorated students' copies. Students who had misplaced their organizers were quick to request another copy, while other work pages went missing without the same urgency to have them replaced. Students in the pilot class commented that they could and possibly would use these organizing strategies in other classes.

I can use them [graphic organizers] for my other subjects so that I can keep my work organized (Student #7).

In other class[es] we didn't used (sic) graphic organizers. That's why it's to (sic) hard to study. Yes I wish to have this kind of system (Student #8).

No I don't use graphic organizers in other classes but it might help make studying easier (Student #5).

Goal #4 Empowering Approaches

Exemplar #1: Using Multiple Intelligences and Learning Modalities

Social Studies Content Theme: Exploring the Multicultural Nature of Canadian Society (Manitoba Social Studies Curriculum - Grade9).

The accompanying chart illustrates how all seven intelligences and three learning styles can be built into assignment options. Assignment options were two-fold. First, students were given an option regarding the topic of their research. Second, they were given an option on how to present or demonstrate their learning.

	Unit #1 MULTICULTURALISM	
Assignment Options	Multiple Intelligences	Learning Modalities
Interview a Recent Immigrant	Interpersonal	Audio/Visual Presentation
	Verbal Linguistic	Written Report
		Poster Display
Rewrite a Children's Story	Intrapersonal	Illustrated book
Varying the Point of View	Visual Spatial	Text Only
		Present a Play
Survey Entire School to Determine Languages Spoken	Logical / Mathematical	Prepare Graphs or Display
		Prepare a Display for the School
Research the History of Immigration in Manitoba	Verbal / Linguistic	Written Report
		Bulletin Board Display
		Oral Presentation
Importance of Music and Dance	Musical/ Rhythmic	Audio/Visual Presentation
	Bodily Kinesthetic	Written Report

Student Reaction

Fourteen of the nineteen students were able to discuss clearly and decisively their learning strengths. The remaining five were not as clear, some feeling that they must learn in whatever way the teacher taught.

The way that I learn best is to listen. I'm not that good at learning if I read it myself (Student # 14).

I learn the best by doing hands on things. I like doing classroom activities and having fun with the classroom (Student #4).

I learn best when it is quiet and I am by myself (Student #2).

I learn best by you reading to me (Student #11).

I learn best by doing hands on things. I like doing classroom activities and having fun in the classroom (Student #4).

Teacher Observation

Teachers must provide an opportunity for students to do work that focuses on students and creates for students the feeling that "I'm glad I did that", rather than the feeling that "I'm glad that's done". For the most part this idea held true for the pilot class, but for some students projects were still "work" no matter how many options were built in, and they were glad when it was over. Generally speaking, pilot class students were actively engaged in the option projects and felt that projects were a powerful learning tool.

I learn best by talking out and doing projects
(Student #15).

Projects help me learn because there's a little bit of
fun in those projects (Student #3).

Interestingly enough, even when students could
articulate their learning strengths they often did not
choose an assignment option that would support that
strength. For example student #11 wrote: "I learn best by
you reading to me", but still chose to do assignments that
did not build upon this listening strength.

Had a long discussion with Student #11 today about his
choice of assignments. He is obviously not a visual
learner. He knows that his strength is in listening.
When asked why he chose a written report he said it
would be easier. I doubt it. He wouldn't budge
(teacher/researcher journal Sept.15th).

The importance of honouring learning diversity through
multiple intelligences and learning modalities is best
illustrated by the comments of Student #9, a new ESL student
who chose an option that relied upon his/her learning
strengths, allowing for optimum success:

I wanted to thank you because when I was doing the
project about the provincial government when you give
(sic) me the paper (what I have to do for [the]
poster). I was like 'how can I do all these stuff (sic)
but I did. It was the first time to done (sic) the
project by myself. I really enjoyed to doing (sic). If
you didn't give that project I couldn't do that kind
[of] job forever. So thank you so much (Student #9).

Exemplar #2 Assessment Rubric

Rubrics were used as one of the tools to encourage all students, regardless of ability, to be successful on major assignments and projects. The rubric was used to articulate precisely what quality work was to look like.

The criteria, listed across the top of the page, outlined the different factors on which the assignment was going to be judged. For the Canadian Collage Rubric, (Vide Appendix 16), the criteria included: appearance, information, presentation, the 'wow' factor (doing a little extra) and management (getting the assignment in on time). Under each of the five criteria, indicators, a description of what was expected for each mark, outlined in specific terms what students were required to do to receive a certain grade. Guess work on the part of both the student and the assessor was eliminated.

Assignment rubrics were given to students at the same time as the assignment. Rubrics were then used by the students in preparing their assignments and by the assessor when grading or evaluating the project. The graded rubric was returned to the students with the assignment, communicating to students precisely how marks were assessed.

Student Reaction

Students in the pilot class were overwhelmingly in favour of rubrics. When asked if they found rubrics helpful,

sixteen of the seventeen responding with a definite 'yes'. One student was unsure as to whether they were helpful or not.

The rubrics help me by telling what I needed to do in order to get a good mark. It also tells me what the teacher really wants out of the project that I'm doing. it gives me idea[s] of how to plan for my project and how it['s] going to turn out. Because of the rubrics my mark[s] for my project[s] are quit[e] good (Student #7).

It [rubric] helped because I knew what the teacher expected from me (Student #14).

It [rubric] broke down my marks and let me know what parts I needed to focus on (Student #4).

I thought it [rubric] was good since you could actually see where you lost marks instead of some teacher's sloppy writing you can't read (Student #15).

Teacher Reaction

Rubrics made marking easy, reducing drastically the amount of subjective grading. If criteria and indicators are clearly established prior to the commencement of the assignment, there is virtually no discussion or negotiation with students who feel that their grade is wrong.

No student in the pilot class expressed concern that they were marked inappropriately. They used the rubric to achieve for themselves the best mark possible.

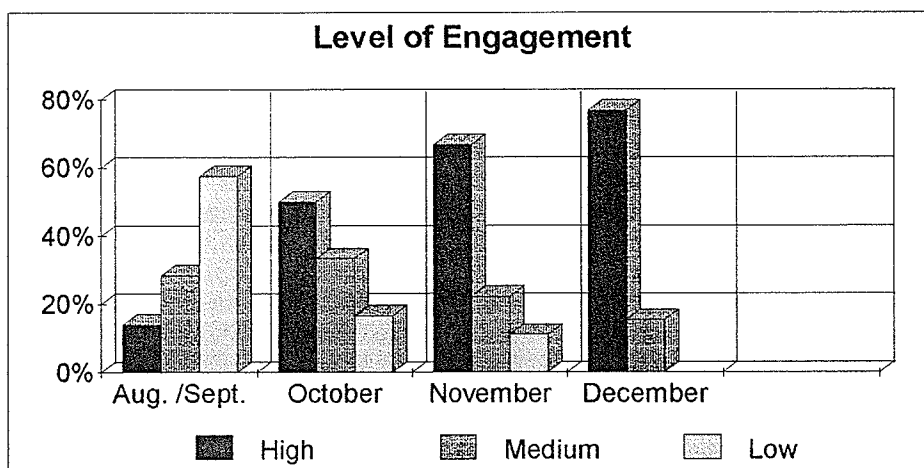
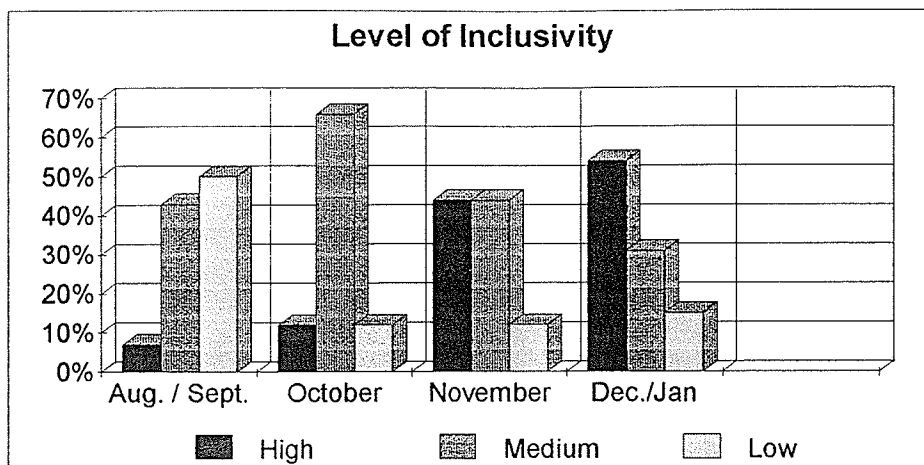
Today, Student #15 arrived at my office door to discuss his government project. He explained that it was going to be late and told me not to worry, he was going to do an extra special job on the other criteria because he "would not meet minimum standards for the management section". He used the words directly off the rubric

even though he didn't have it with him. I guess he's read it a few times (teacher-researcher journal, November 15).

Concluding Remarks

As mentioned in Chapter 5, along with anecdotal observations the teacher-researcher also assigned a high, medium and low rating for each day under two frames: Engagement and Inclusivity.

The accompanying figures show the results of this teacher-researcher observational assessment. These results show that as the semester progressed there was an increase in the percentage of days with both high inclusivity and high engagement. Interestingly though, the percentage of days with both low engagement and low inclusivity remained the same or became greater. A summary of this data may, in fact, be inconclusive. It may be speculated that, as the semester evolved, the class did, as a whole, develop higher levels of classroom engagement and higher levels of classmate inclusivity. It may also be speculated that Senior 1 classes are often unpredictable. There may always be days when the class is simply disengaged and noninclusive.



CHAPTER 7

Summary, Conclusions and Recommendations

Summary

This study investigated how a classroom teacher can approach a successful teaching/learning process so as to include, respect and support all learners in a divergent classroom. Using a review of literature and teaching experience in the areas of English as a Second Language and Special Education, a model for Inclusive Education was designed.

This model previously referred to as the Pro-Active, Interactive, Empowering Approach to Inclusive Education (PIE) and now entitled the *Field Model of Inclusive Education: Engaging All Learners*, was based upon four principles:

- 1) Establishing an Inclusive Classroom - a community of learners;
- 2) Pro-Active Approaches to Learning;
- 3) Interactive Teaching and Learning Strategies; and
- 4) Empowering Students.

A qualitative study was conducted whereby the PIE model was tested on one class of randomly assigned Senior 1 students in an urban secondary school. The model provided overall classroom direction and guided all program and pedagogical decisions made by the teacher-researcher.

Data for this study was collected in two forms. First, the students of the pilot class wrote and responded to questions in an interactive journal. As well, the teacher-researcher kept an observational journal and rated levels in inclusivity and engagement according to high, moderate and low ratings.

The implementation of the PIE Model of Inclusive Education on the pilot class was an apparent success. Pilot students, regardless of ability or background, become a cohesive, caring group of teenagers. For most, their eyes were, in fact, opened to the wonder of diversity and to their own ability to work well with any and all students. The Work Education students stopped referring to themselves as the modified group and stopped expecting less and different work. They were experiencing legitimate success and responded.

Feeder group affiliation all but disappeared as the semester progressed. The initial perceived challenge in the pilot class based upon 'range of ability' described in Chapter 5 did not present the anticipated challenge. Supportive scaffolding, organizational strategies, Multiple Intelligences and some attention to program leveling were used so that all students attained academic success.

ESL students experienced success using simple language scaffolds (identifying key words, posting and reviewing specific language and keeping a personal word list) as well

as using the supports mentioned above. The Work Education students were supported with various organizers, extended time lines, the language supports mentioned above, modeling of expected outcomes and scaffolding built into assessment (use of tape recorders and oral tests). Even the student with special needs experienced success using the same supports as the Work Education students along with support and modeling from an Instructional Assistant when necessary.

Without a doubt, the supports used in this model were sufficient in allowing every student in the pilot class to experience academic success, but what is of equal or possibly greater value is the fact that all of these students also experienced social/emotional success, knowing they had come a long way from the segregated disrespectful group of students who came through the door five months earlier.

This model was able to meet the needs of this diverse classroom, supporting the initiatives established by Manitoba Education and Training and providing educators with some solutions to ever growing concerns regarding classroom range and diversity. Teachers facing any form of academic/linguistic range and diversity within their classrooms are encouraged to use and to adapt this inclusive model to meet the needs of their students.

Academic Success

This study was never intended to be a quantitative study. As a qualitative study, indicators, not numerical support, are available to demonstrate that student academic/performance success was not jeopardized in implementing this model and may, in fact, have been improved.

All students in the pilot class successfully completed the prescribed or modified version of the Manitoba Senior 1 Social Studies curriculum. Students receiving a modified credit did so solely under the direction of a collaboratively prepared IEP. All students were able to successfully complete the final exam which was prepared in collaboration with the other Senior 1 Social Studies teachers.

Student attendance in this class was excellent, far better than the average attendance for this school.

Limitations

- As it turned out, the pilot class had a narrower range in academic/linguistic diversity than was originally expected. The extent to which this model can meet the needs of a broader range of students, including students with severe cognitive difficulties, for example, must still be studied.

- Students in the pilot class were unaware of the teacher-researcher's efforts to honour diversity within the classroom. The teacher-researcher intentionally made no specific reference to diversity. It was felt that the key to honouring diversity required that one must make individual respect an everyday part of what was happening in the classroom, something expected, something normal. The teacher-researcher was not willing to jeopardize the integrity of the model by bringing to a conscious level the notion that it was unique or different to honour diversity. For this reason, this study cannot conclude that honouring diversity had an impact on the inclusivity of the classroom. One can only speculate that all that happened within this classroom played a role in building this group of learners into a community of learners.
- Conflicting principles within the PIE Model became apparent. As mentioned earlier, three of the students in the pilot class were diagnosed ADHD and were no longer taking medication. One of these students had a great amount of difficulty settling down to task each day and did in fact infringe on the learning rights of the other students. The model proclaims that all students belong, but it also proclaims that infringing on the learning rights of others is, in fact, disrespectful. Removing this student from class would tell the class that this student did not belong. Addressing every disrespectful

act would infringe upon the learning rights of others. The decision on all but three days was to keep this student in class, and to discuss the behaviours individually and patiently. In the long run, this paid off beautifully, as this student did, in fact, have many very productive days in the class and was able to complete the credit. This situation demonstrated how the ideals of this model could in fact contradict one another and very important decisions about model priority may have to be made.

- The Field model is primarily a model for Inclusive Education and not a model for Multicultural Education. Even though many of the ideals of this model are similar to many of the ideals of Multicultural Education (knowledge construction, identifying bias, responsible citizenship), the major focus of this model is on the inclusion of all students, and that inclusion is based primarily on ability/linguistic levels and not on background.

Institutional Considerations

Secondary school settings put restraints upon this model. Semestered systems reduce drastically the amount of time a specific group of students is together. Class rotation limits the amount of time per day spent with the class. As well, teachers using the Field Model are sharing

students with teachers that may have conflicting perspectives and approaches. Sharing classroom space limits the extent to which this model can develop.

Due to these and other institutional barriers it may be essential to think of Inclusive Education as going beyond the boundaries of the classroom. To truly implement this or any inclusive model it may be necessary to work on strategies that will bring inclusivity to a conscious working level with all staff members, and to begin working on a whole-school approach to Inclusive Education.

Conclusions

- *Building a 'community of learners' is essential for the success of Inclusive Education.*

Both the responses of the pilot class and the observations of the teacher-researcher make it apparent that building a community of learners within the classroom is essential to the success of Inclusive Education. As has been highlighted throughout Chapter 6, students in the pilot class did develop great pride in 'OUR' accomplishments and grew to be able to work in an engaged and inclusive fashion with any classmate, even when using highly unpredictable random groupings. Many students commented on how they enjoyed working with students they had previously considered "nerds".

Four months after the completion of the pilot semester, it became necessary to assemble the pilot class to respond in their journals to two sets of questions inadvertently missed by the teacher-researcher. These students, although taking some courses together were not all together in any one course. When re-united for this short period, there was a definite feeling of excitement and enthusiasm in the room. Several students referred to the gathering as a reunion and many began discussing the best things done in Social Studies during the pilot semester.

In particular, students from the Work Education program were able to touch base once again with students from the regular academic program. The sense of community was still present even after four months.

In reflecting over the pilot semester, and in reviewing the interactive journals and teacher-researcher observational journals, it became increasingly apparent that the concept of community of learners is the fundamental cornerstone to successful inclusion. As mentioned earlier, establishing this type of learning environment is ongoing and often challenging, but without a doubt this study has completely reinforced the importance of the community of learners concept.

- *Raising 'respect' to a conscious level for students increases the success of Inclusive Education.*

This raised consciousness became evident as students "called" their classmates and their teacher on acts of disrespect. The importance of this concept in the students' minds was made evident when students felt compelled in their letters to the Sergeant at Arms to discuss the lack of respect demonstrated by the Members of the Legislative Assembly.

As was outlined in Chapter 6, by the end of the semester, respect was important, expected and demonstrated the vast majority of the time by both the pilot class students and adults.

• *Appropriate modeling by adults in the class and school is essential to the success of Inclusive Education.*

At no time during the pilot semester were students asked in their journals to discuss the teacher or to reflect upon teacher behaviour. The final entry dated January 18th, 1996, gave the students the opportunity to discuss the "Great", the "Good", the "Not so Good", and the "Ugly". They were then given the opportunity to close their entries with any comments they deemed important. The majority of the students chose to discuss the teacher-researcher. The common thread in these writings was the positive way this adult interacted with the students and how much they appreciated that relationship. Some of these comments can be found in the final section of this chapter entitled The Final Word.

- *Pedagogy and pedagogical choice will make or break the success of Inclusive Education.*

Throughout the pilot semester many interactive pedagogical activities and organizational strategies were employed. Inclusion of all students was the fundamental criteria for activity/strategy chosen. The most successful of these, as described by the students, were the various graphic organizers and assessment rubrics.

Organizational strategies, daily planners, unit organizers, goal setting sheets with time lines helped to focus all students, while other graphic organizers such as double bubble and word splash (Wellman, 1995), provided the scaffold needed for students to experience success with high challenge activities.

- *Interactivity amongst all students must be developed gradually and systematically.*

Interactive grouping strategies must be chosen to move the non-inclusive class gradually to a level of comfort and respect where inclusive behaviour is the norm. Moving from a grouping method that has some predictability and comfort to random groupings is a matter of timing on the part of the teacher. The tools described in Chapter 6, Clock Partners and Luck of the Draw (Wellman, 1995), allowed for gradual inclusion to occur in a unique structured fashion. Regardless of the tool used, the ultimate goal remains that any student in the class can work in an engaged manner with

any other student. As was demonstrated in the pilot class, this must be planned and orchestrated by the teacher, and then supported by appropriate grouping/regrouping strategies.

- *Appropriate selection and use of cooperative learning strategies are essential for successful inclusion.*

Cooperative learning activities must be selected and possibly redesigned to allow students to take on various roles, using their strengths in terms of Multiple Intelligences Theory and learning modalities. Cooperative learning activities must not be over-done. Even though the majority of students in the pilot class found cooperative group learning beneficial, some preferred to work through tasks on their own.

- *Students who are allowed and encouraged to view knowledge as constructed will engage in the construction of their own knowledge and their own learning, and use this knowledge to identify and address bias.*

As was demonstrated in the exemplars in Chapter 6 and in numerous other activities throughout the semester, the pilot class became well aware that there were various perspectives on a topic, and that the perspective being expressed was often subtle and sometimes unquestionably taken for granted. They also learned that it was all right to question that perspective or knowledge, and to follow

through with any convictions they might have to improve or correct the inaccuracy.

As was demonstrated time and time again by letters to the newspaper, magazines and even the Sergeant at Arms, students were willing to become actively engaged in this process and in their learning. They learned, as well, to read with an open mind and with a questioning conscience.

• ***Including all students in their learning is encouraged and reinforced by using the teachable/learnable moment.***

Flexibility in teaching in an inclusive classroom is essential. This flexibility allows for pre-planned lessons to be postponed in favour of an activity where student interest is high and an opportunity to promote learning engagement is present. This happened on several occasions: responding to Gordon Sinclair's column; writing to the Sergeant at Arms; investigating the Young Offenders Act. In all cases Social Studies curriculum content was being addressed, but what differed was the type of activity and the time the topic occurred during the semester.

As was highlighted in Chapter 6, flexibility allowed students to become enthusiastic and engaged in their learning. Students were included in both their learning and in the learning plan for the class.

• ***Much work must still be done to make Multiple Intelligences Theory a valuable tool in Inclusive Education.***

Students were hesitant to become involved in assignment options that incorporated the non-traditional intelligences outlined in the Multiple Intelligences Theory (Gardner, 1985). Options based upon Musical/Rhythmic, Bodily/Kinesthetic or even Visual/Spatial Intelligences were avoided. Students in the pilot class were not sure that the completion of these projects was possible. They would opt for familiar traditional assignments based upon Verbal/Linguistic or Logical/Mathematical Intelligences, or might stretch their option to include either an Interpersonal or Intrapersonal Intelligence. Much work is still needed in bringing Multiple Intelligences to a conscious level with students and to have these students realize that all intelligences are equal in value. Instructor hesitance may also play a factor in student comfort level.

- *Using assessment tools and strategies that both involve and inform all students will encourage successful inclusion.*

Assessment rubrics proved to be extremely beneficial to successful inclusion in the pilot class. All students found the rubric helpful in preparing for, planning and completing assignments. Students with limited language and academic ability were very attentive to the rubric when working on their assignments. It is essential that language used in the rubric be precise and simple, as the rubric is designed to make the expectations of assignments clear. Rubrics are a

great asset to assessors when evaluating an assignment; again the expectations are clear and no subjective judgment is required.

- *Interactive journals allow all students to reflect upon their learning and to develop 'learning to learn' strategies.*

Interactive journals proved to be a valuable tool with the pilot class for numerous reasons mentioned earlier. The concept of learning to learn can be investigated through ongoing journal interactions. Allowing students to build their personal knowledge on issues as well as on their own learning strengths brings to a conscious level the inclusion of students in their learning, and gives the teacher the kind of feedback that should influence class planning.

Students in the pilot class used their interactive journals to discuss their learning strengths, and to explore the kinds of activities that made learning easier for them. These observations were used to develop future assignments and activities. In this way, students were very much included in their learning, and to a certain extent they were beginning to explore metacognition.

Recommendations: The Refined Model

Throughout the literature review phase of this study, an inclusive education model was designed and re-designed numerous times. Piloting the summative version of this model has proven extremely beneficial to the final model design. All components of the piloted model remain, but the organizational structure of these components has been adjusted.

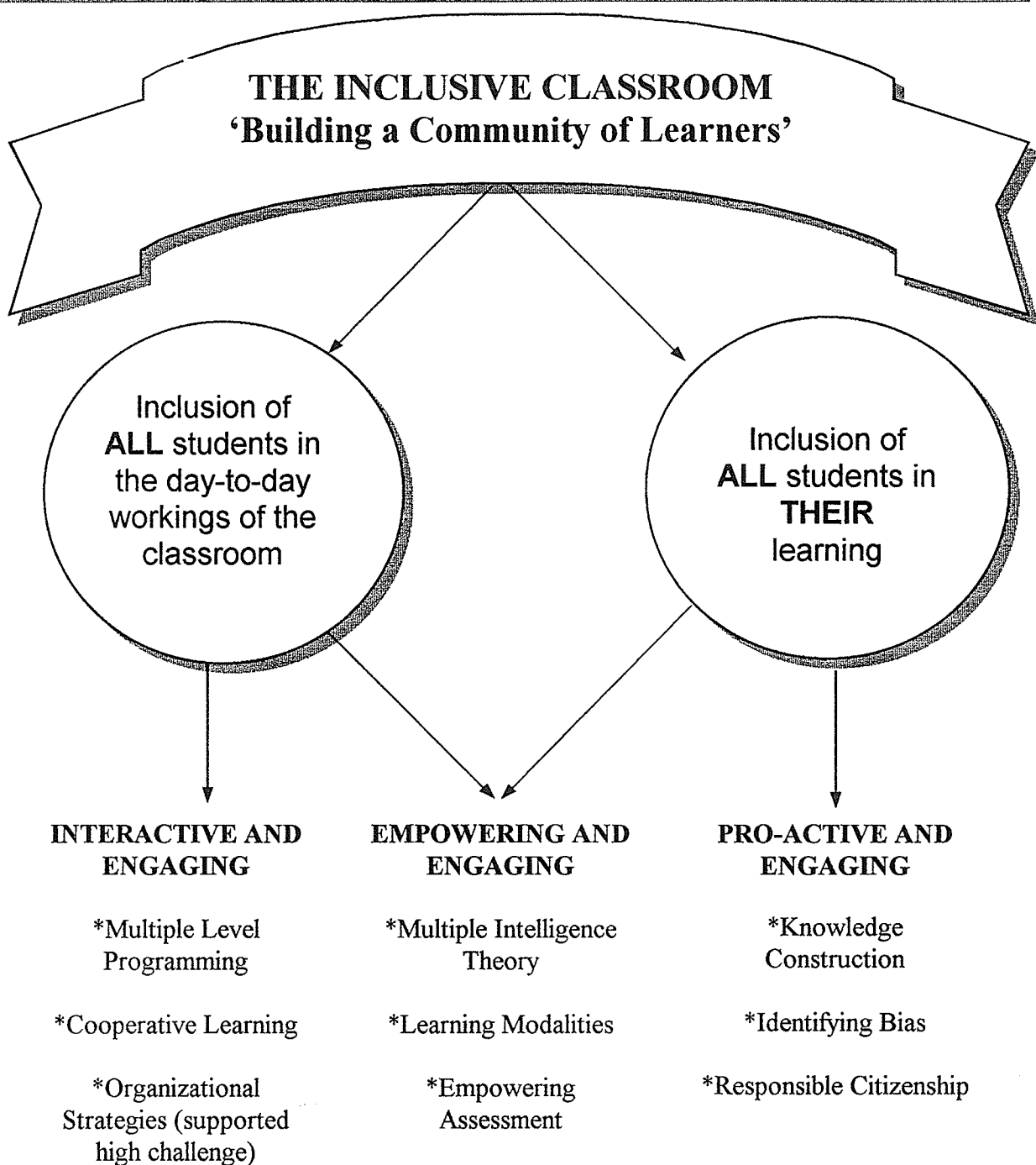
Upon completion of the pilot semester, it became evident that the Community of Learners component is essential to the success of Inclusive Education. As well, two unique strands of Inclusive Education surfaced. These two conceptual strands were: 1) the inclusion of **all** learners in the day-to-day workings of the classroom, and 2) the active or engaging inclusion of **all** learners in **their** learning. These strands have been used to organize better the various components of the PIE Model. Due to this re-organization, the term PIE Model is no longer appropriate and this model will now be referred to as the Field Model of Inclusive Education found on page 179.

As can be noted with this revised Model, the term engagement has considerable importance, and so it should. All activities and strategies employed in an inclusive classroom should engage **all** students regardless of academic or linguistic ability and should engage **all** learners in **their** learning. The list of activities, strategies and

focuses listed under each of the three subheadings, Interactive and Engaging, Empowering and Engaging, and Pro-Active and Engaging have been chosen because they all strive for inclusion while engaging the learner. In this light, engagement and inclusion go hand-in-hand.

FIELD MODEL OF INCLUSIVE EDUCATION

Engaging All Learners



Implications for Future Studies

This study on Inclusive Education is not generalizable. For this reason, more research is needed in the area of educational models and practices in Inclusive Education. Two distinct areas of research have surfaced as a result of this study.

The first suggested area of research deals with future studies using the Field Model of Inclusive Education.

This educational model should be studied:

- 1) using a more diverse group of students in terms of linguistic and academic ability;

- 2) at an elementary level;

- 3) using a content area that is less conducive, possibly Math or Science; and

- 4) using quantitative research to determine if there is a relationship between the implementation of this model and increased academic performance.

The second suggested area of study deals with general research in the area of Inclusive Education. It is suggested that more research needs to be conducted to determine if and how Multiple Intelligence Theory can be used to support Inclusive Education. As well, more research needs to be conducted that may determine and/or develop relationships between Multicultural Education and Inclusive Education.

THE FINAL WORD

In keeping with the student centreness of the Field Model for Inclusive Education, it seems only fitting that the last word should go to the students.

The great thing is that you are a good teacher you are fair and you are nice and also in your class I have lot's (sic) of fun (Student #4).

I think it was a really successful way to work together as a group. I really felt that I was part of the group. I think our group could of (sic) made more successfully by, well I think our group doesn't need to be more successful I think their (sic) fine the way they are (Student #6).

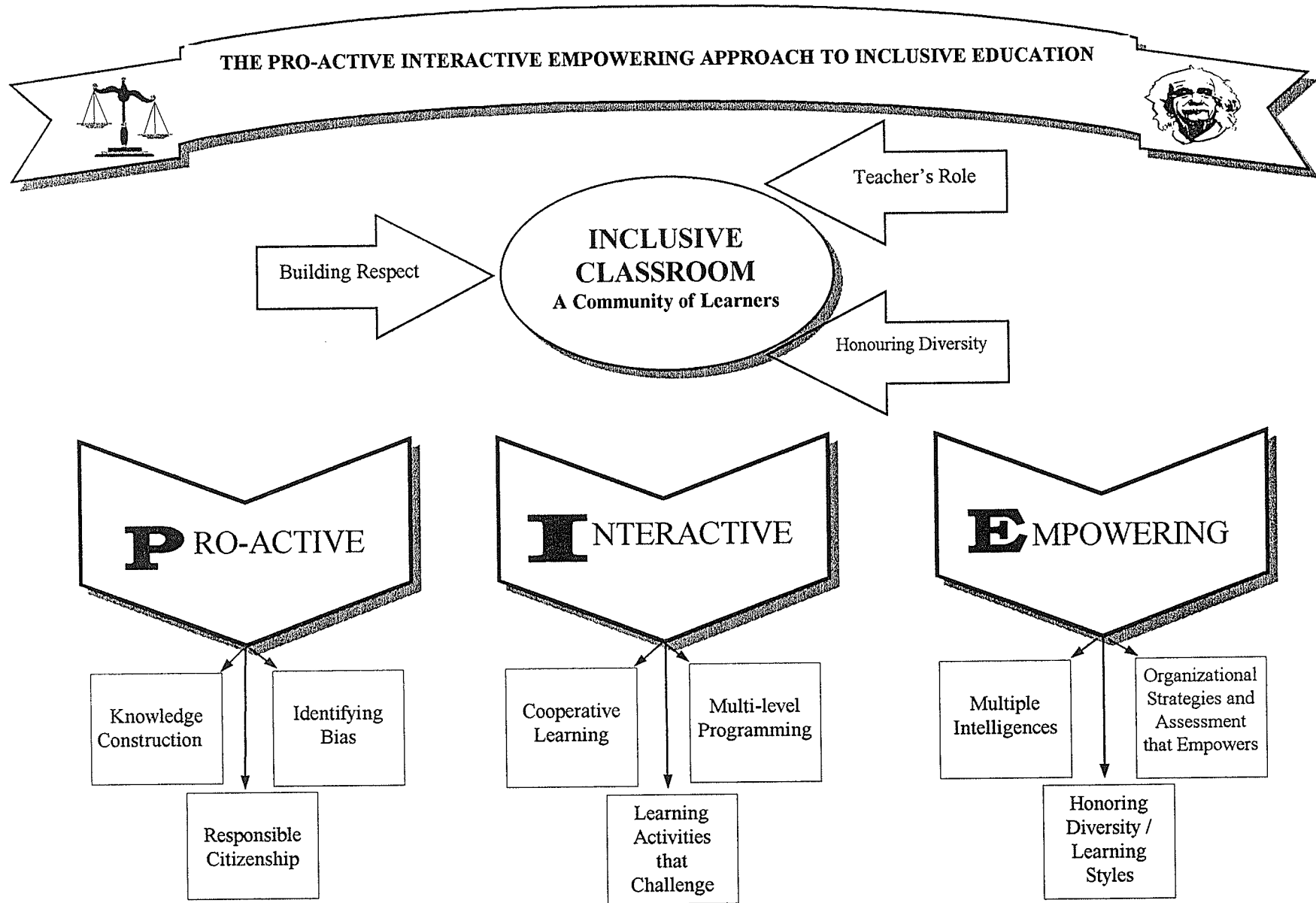
Student #3 (November 3rd) This class is such a waste of time. It's unreal. This stupid thing about Little Red Riding Hood, what's that going to help us in life. Do you make these lessons because I think pattedic [pathetic] (sic). Student #3 (Final Entry) I would like to thank you for being such a nice and trusting teacher. I just wanted to say thank you for the help."

I think I have to say thank you and I feel like want to say thank you, because you always writes (sic) me good things like I'm doing well. I'm doing a wonderful job. It helps me a lot and give[s] me some kind of energy. And you use my idea so thank you (Student #9).

Overall I would say that I was glad to be your student and that I'll miss this class. I had a lot of fun this semester (Student #14).

I'm really pleased with your teaching style. I've only known two teachers in my time who really impressed me by how they teach. Coming to this class at the start of the year was hard. I failed grade 7 and I am supposed to be in grade 11 instead of 9. So coming here was scary, being stuck with kids 3 years younger than me was tuff (sic). One teacher was my summer school teacher for English. One of my best teachers, I enjoyed it. The other teacher was you. You made me it easy for me to study and let me speak my mind. Thanks! (Student # 15).

Appendix 1



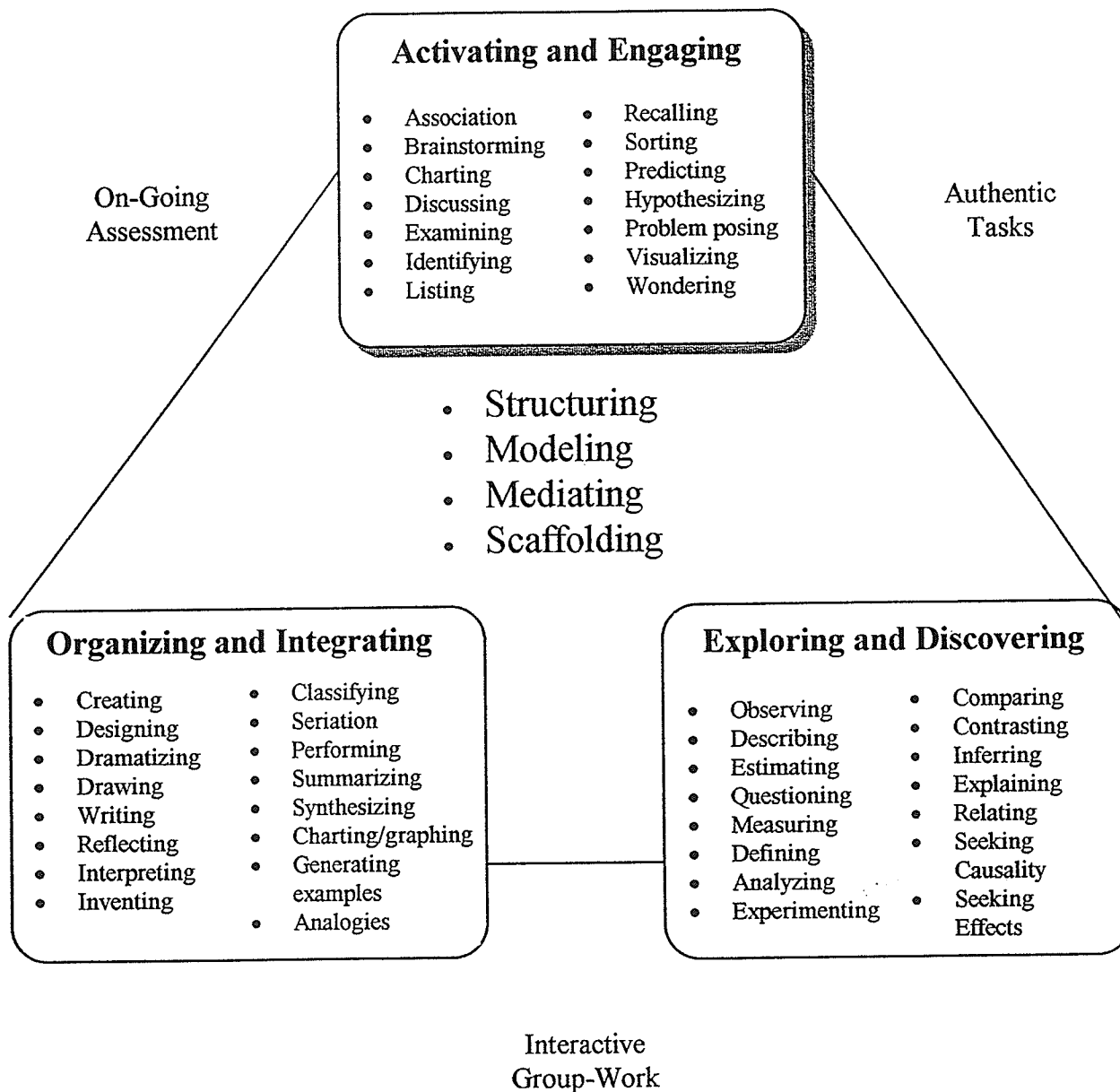
Appendix 2

RENEWING EDUCATION: NEW DIRECTIONS, A FOUNDATION FOR EXCELLENCE				
TOWARDS INCLUSION Individualized Programming (I)	TOWARDS INCLUSION Modified Course Designation (M)	TOWARDS INCLUSION English as a Second Language (E)	TOWARDS INCLUSION The Gray Area	REGULAR PROGRAM Foundations (F)
Students with cognitive disabilities so severe that they cannot benefit from regular curriculum even with modification	Students with significant cognitive disabilities who will require modifications of 50% or more	Students using English as a Second Language	Students with specific learning concerns but do not have significant cognitive disabilities (learning disabilities/ emotional disturbances etc.)	All students other than M, I or E designates
All courses will fall under the (I) category	Applied on an individual course basis	Applied on an individual course basis	All courses are foundations (F)	All courses are foundations (F)
Students must have written IEPs or ITPs	Students must have written IEPs	Students must have written IEPs	Students may have written IEPs but no modification of curricular outcomes	
Inclusion of students will be school-base but not necessarily regular classroom-based	Inclusion of students will be school-base but not necessarily regular classroom-based	Inclusion of students will be regular classroom-based	Inclusion of students will be regular classroom based	
I.A. time will be provided	I.A. time may be provided	I.A. time may be provided	I.A. time unlikely	
Student's needs met through Individualized Programming	Student's needs met through collaborative modification of the regular curriculum	Student's needs met through collaborative modification of the regular curriculum	Student's needs met through differentiated instruction, resource-based learning and extended time lines.	
PROVINCIAL STANDARDS <u>NOT</u> EXAMS WRITTEN	PROVINCIAL STANDARDS	PROVINCIAL STANDARDS <u>NOT</u> EXAMS WRITTEN	PROVINCIAL STANDARDS EXAMS WRITTEN	PROVINCIAL STANDARDS EXAMS WRITTEN

Appendix 3

The Teaching - Learning Cycle

Organizing Instruction for Connection Making



Laura Lipton, Educational Consulting Services

Bruce Wellman, Science Resources

The Four-Step Process in Developing a Lesson**STEP ONE: IDENTIFICATION OF UNDERLYING CONCEPTS**

Underlying concepts are not merely the objectives established for a particular course. Objectives may be only part of a much broader picture. Teachers must identify what they would like all the students in the class to understand. Different content may be necessary for students with different levels of skills. At the end of the lesson each student should have a similar level of understanding. Many school programs, especially at the junior and senior high level, rely heavily on the teaching of content. The difficulty with teaching excessive content is that many students who could successfully grasp the overall concept cannot master all the content. There is a need to clarify the difference between the underlying concepts and the content which is used to develop these concepts.

STEP TWO: METHODS OF TEACHER PRESENTATION:

Once the underlying concepts of the lesson are established, it is clear that the lesson cannot be presented in one way to all students if all students are to be successful. Therefore, the idea or concept to be learned must be presented in a variety of ways so that all students are able to gain varying degrees of knowledge based on their level of understanding. The teacher must remember that a class is made up of students who learn visually, auditorily, and kinesthetically. Another consideration in presenting the lesson should be the involvement of students at their own levels. This requires the use of Bloom's Taxonomy in the development of questions and assignments. Bloom's Taxonomy is useful in structuring questions at various levels. The teacher has to work with students at their current levels of skill to encourage them to develop higher thinking skills to the best of their ability. Whether a student should participate fully or only partially is decided in the planning as well. Partial Participation might involve each student doing a segment of an activity based on his or her level of skill.

STEP THREE: METHOD OF STUDENT PRACTICE AND PERFORMANCE:

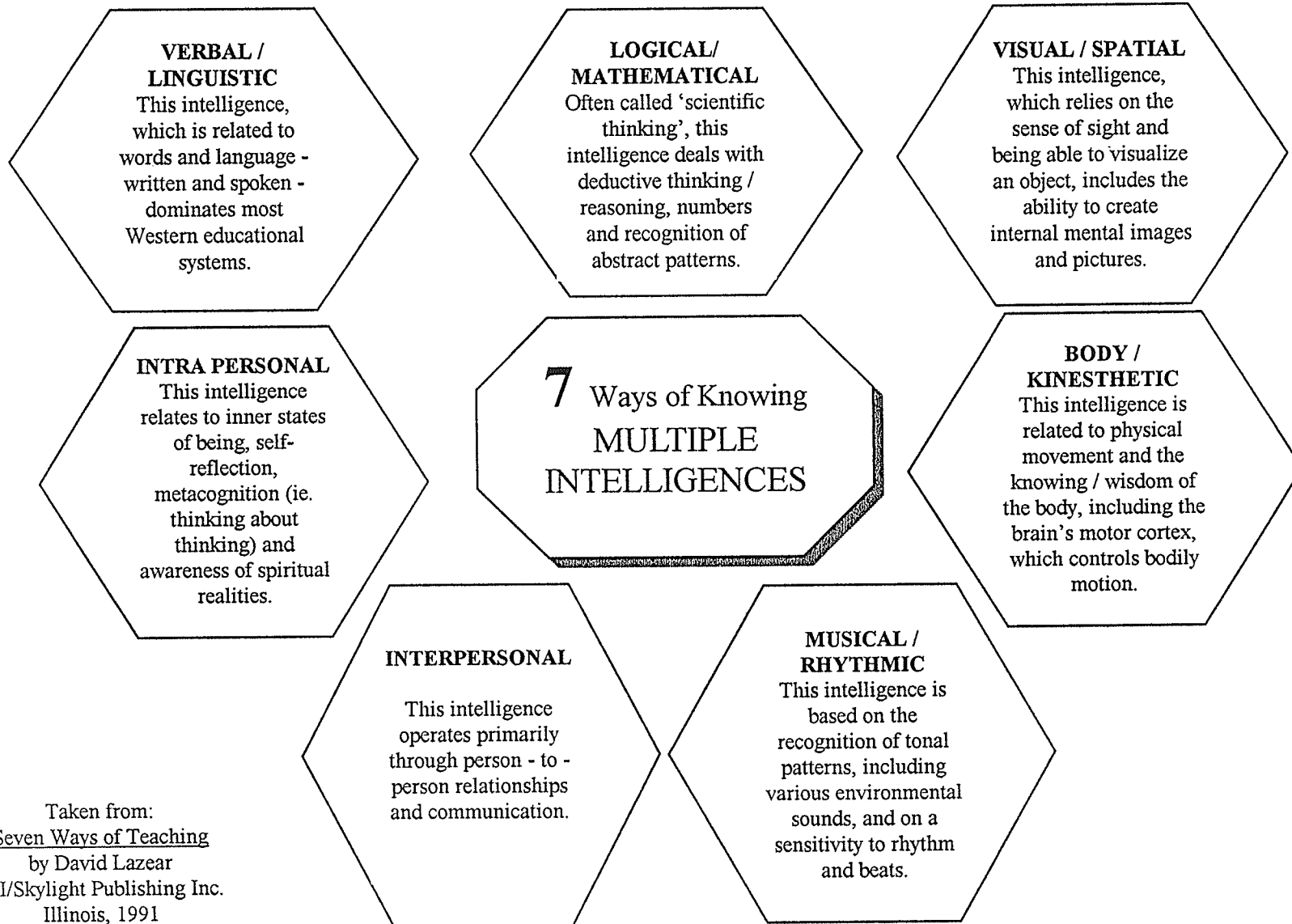
The teacher must determine the method of student performance. There should be allowance for assignments based on varying modes of learning, assignments based on different levels of Bloom's Taxonomy, and assignments that show partial participation. In allowing for different methods of student performance, perhaps the most fundamental issue is the idea of choice. Students must be allowed a variety of different ways to show that they understand a concept. Assignments should not only allow for different modes of presentation, but should be written at different levels of Bloom's Taxonomy. That way, students who need to be challenged will have activities at their level, and students who have difficulty doing work at the grade level will have activities that allow them to express their knowledge in a different format.

STEP FOUR: METHOD OF EVALUATION

Students should be evaluated on their assignments with equal weight being given to each mode of presentation. Written work is not made more valuable than oral and artistic work. The main point to remember is that, in multi-level instruction, evaluation is based on the individual levels of skill of the student.

Appendix 5

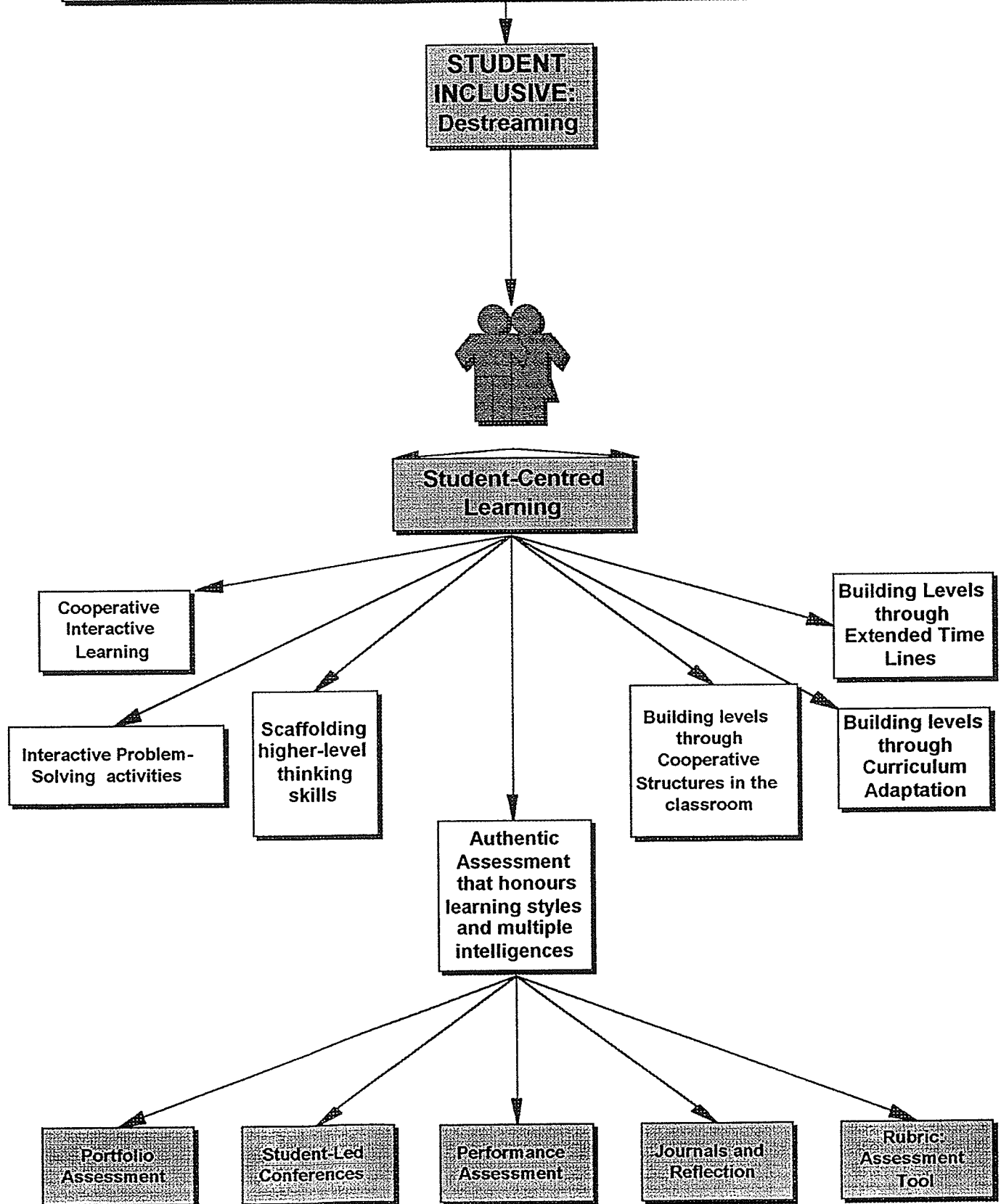
GARDNER'S MULTIPLE INTELLIGENCES



Taken from:
Seven Ways of Teaching
by David Lazear
IRI/Skylight Publishing Inc.
Illinois, 1991

APPENDIX #6

PEDAGOGICAL FRAME / INCLUSIVE EDUCATION



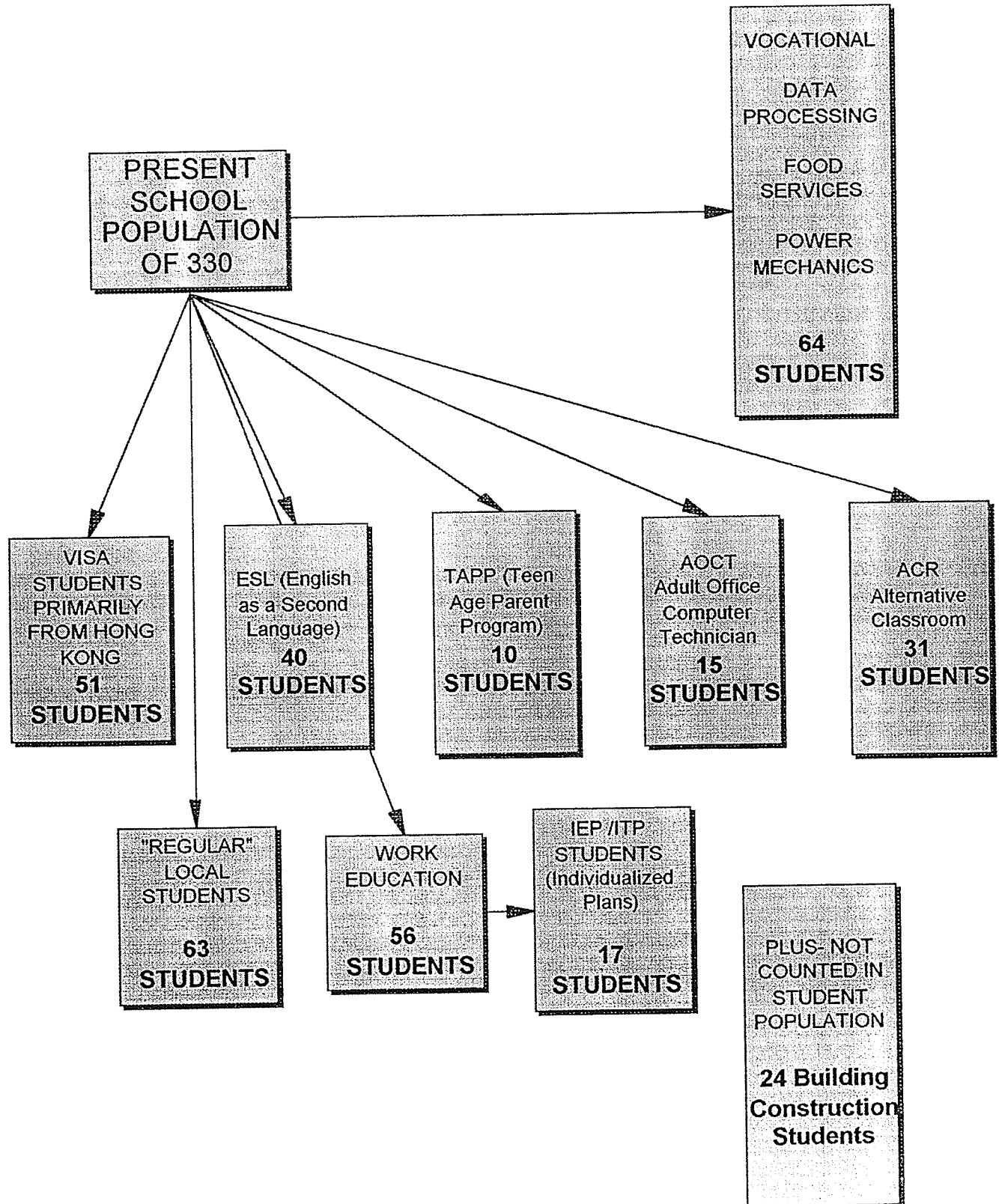
APPENDIX 7

Learning Outcome: _____

RUBRIC FOR _____

CRITERIA (critical attributes)	INDICATORS (observable descriptors indicating extent to which a criterion is met)		
	POINTS	POINTS	POINTS

SCHOOL PROFILE: Vocational / Academic Secondary School



Appendix 9

JOURNAL QUESTIONS

AUGUST 29, 1995 (Content)

- 1) What is Social Studies?
- 2) What does Social Studies mean?
- 3) What do you study in Social Studies?
- 4) What have you studied in your past Social Studies classes?
- 5) What were you supposed to learn?
- 6) Do you like Social Studies? Why or Why not?

AUGUST 31, 1995 (Self-Reflection)

FIRST WORD: Working on your own choose a word or short phrase to describe yourself that begins with each letter of the vertical word. Use your name to form the vertical word. For example:

S _____
A _____
M _____
U _____
A _____
L _____

SEPTEMBER 5TH, 1995 (Content / Reflection)

From the list of "Canadian" generated by 'our' class and displayed around the room, choose 10 things that you feel explains, describes or talks about Canadian. Why did you choose these words?

SEPTEMBER 7TH, 1995 (Process)

- 1) Have you enjoyed working with different partners?
- 2) Do you feel that you work well with a partner?
- 3) What's the best part of clock partners?
- 4) What's the worst part of clock partners?

SEPTEMBER 12TH, 1995 (Content, Reflection and Knowledge Construction)

- 1) What country were you born in?
- 2) What country(ies) were your parents born in?
- 3) What country(ies) were your grandparents born in (mother's and father's side)?
- 4) I'm proud to be a Canadian because:

1. _____
2. _____
3. _____
4. _____
5. _____

OR

- 4) I'm proud to live in Canada now because:

1. _____
2. _____
3. _____
4. _____
5. _____

SEPTEMBER 14TH, 1995 (Process / Empowerment)

You have just finished working a group of either 3 or 4 classmates. You were asked to decide upon how you would work through this Jigsaw puzzle.

1. Describe for me how your group worked together.
2. Was this a successful way to work?
3. Did you feel you were part of this group?
4. What could your group have done to make it more successful?

SEPTEMBER 19TH, 1995 (Reflection / Knowledge Construction)

1. When you hear the word 'immigrant' what do you think?
2. Do you know anyone who is a recent immigrant?
3. Are you an immigrant?
4. If you were the Minister of Immigration in the government what rules or laws would you make with regards to immigration?

SEPTEMBER 21st, 1995 (Reflection)

- 1) How does it make you feel to be published in the Winnipeg Free Press?
- 2) Is it important to be involved with your local newspaper and send your opinions to the paper?
- 3) Will you write to the paper again about an issue or concern of interest to you?

SEPTEMBER 28TH, 1995 (Reflection / Empowerment: self evaluation)

1. What did you do to make the collage?
2. What is your favourite part of the collage?
3. How hard did you work on the collage?
4. What do you think is the weakest part of your collage?
5. What can you do on your next portfolio item to make sure it is even better than your collage?

OCTOBER 3RD, 1995 (Content/ Reflection)

1. What have you learned about the media's vision of Canadian?
2. Why do you think the media has this vision?
3. How does this make you feel?
4. Do you think you (young Canadians) should do something about this? What can you do? Would you be willing to do this?

OCTOBER 6TH, 1995 (Content / Reflection /Proactive Advocacy)

Today we talked about three types of discrimination.

1. Name the three types of discrimination.
2. Have you ever felt any or all of these forms of discrimination? Can you describe where, when why and by whom his happened? How did it feel?
3. How do you feel when you see someone else being discriminated against?
4. What can we do when we see or hear this happening?

OCTOBER 16TH, 1995 (Content / Process)

UNIT 1: Canadian Identity and Multiculturalism

Please summarize this unit of study for me. Include the important things you learned, the things you still don't understand, the activities you liked the most and the activities you liked the least. Please feel free to add other comments about the unit.

OCTOBER 18TH, 1995 (Content / Reflection)

1. Where have you been in Canada?
2. What was your favourite place? Why?
3. Where in Canada that you have never been would you like to go? Why?

OCTOBER 23RD, 1995 (Content / Reflection / Responsible Citizen)

On Monday October 30th, Quebec voters will make a very important decision about Canada's future.

1. What do you know about the Quebec Referendum?
2. Why is it that many Quebecois want to leave Canada?
3. How does the rest of Canada feel about this vote?
4. How do you feel about Quebec separating from Canada?
5. If the majority vote is YES on the 30th how do you think it will affect the rest of Canada?

OCTOBER 30TH, 1995 (Content / Reflection / Knowledge Construction)

THE QUEBEC REFERENDUM

I believe that the Quebecois will decide to : _____

I believe this will happen because: _____

NOVEMBER 3RD, 1995 (Process, Reflection, Empowerment)

For the last two days I have been forced to be away from this class. Tell me everything that I missed. Tell me the "Great", the "Good", and the "Not so Good".

NOVEMBER 6TH, 1995 (Process, Empowerment)

We have now completed our first month with assigned seating in this class. As on Monday you will get a new Table Partner.

1. Do you like having an assigned seat?
2. Were you a good table partner?
3. Why or why not?
4. Has your table partner arrangement worked well for you?
5. What qualities would you like to have in a table partner?

NOVEMBER 8TH, 1995 (Process / Reflection / Empowerment / Proactive Advocacy)

Classroom Frustrations:

Yesterday some of the members of this class felt that it was okay to disrupt the class and interfere with their classmate's learning. I would like to have your reactions to and suggestions for fixing this problem.

Guiding Questions:

Describe for me your classroom frustrations. What kind of student behaviour or teacher behaviour makes you feel frustrated? What things in the classroom interfere with your learning? What should we do as a class to make sure that frustration levels are down and learning levels are up?

Feel free to keep writing. Don't limit your comments to just the guiding questions. Reduce your frustrations through writing!!!

NOVEMBER 13TH, 1995 (Content / Activating Prior Knowledge / Reflection)

Young Offenders Act: What do you know?

When a youth (14 - 17 years of age) is involved in criminal activity:

1. What action happens to him / her immediately upon being caught?
2. What legal things do you think will happen to him / her in the weeks and months to follow?
3. What do you know about the Young Offenders Act?
4. If the crime is serious (murder / armed robbery / grand theft auto causing harm) what kind of punishment does the youth deserve?

NOVEMBER 20TH, 1995 (Content / Reflection / Knowledge Construction)
LIFE WITHOUT LAWS

1. Describe for me what your life would be like without rules?
2. Describe for me what your life would be like without laws?
3. Could our society survive without rules or law? Why or why not?

NOVEMBER 23RD, 1995 (Reflection)
SOCIAL STUDIES AS OF NOVEMBER 23RD:

The GOOD The BAD The UGLY

NOVEMBER 27TH, 1995 (Process / Empowerment)

Starting tomorrow we will be working on a three day in-class partner assignment on the Young Offenders Act. Please list below the names of three classmates that you would like to work with (you will only work with one of the three names you choose). Please consider that this is not a social grouping and you and your partner will share the same grade for the assignment.

I would like to work with _____, or
_____, or
_____.

DECEMBER 4TH, 1995 (Content / Reflection, Knowledge Construction / Activating Prior Knowledge)
Tuesday we will be starting our Unit entitled 'Canada and the World'. In preparation for that unit please answer the following questions.

1. If you could go anywhere in the world, where would you go?
2. Why would you choose this country?
3. What kind of relationship does Canada have with the country have chosen?
4. To what other countries have you traveled, or from what country have your recently come to Canada?
5. Did Canada have good relations with that country?
6. Does Canada have good relations with most countries?

DECEMBER 6TH, 1995 (Reflection / Empowerment)

Look carefully at the personal Coat of Arms you have prepared. Describe each part of the Coat of Arms and explain why you chose to include each item.

DECEMBER 11TH, 1995 (Process / Reflection / Empowering: goal setting)

1. Did you always respond in a sincere, thoughtful and reflective manner?
2. Did you respond in detail or did you tend to give one word answers?
3. If you were the teacher evaluating this journal how would you do it? Why would you evaluate the journal in this way?
4. What suggestions would you make for improvement of this journal?

JANUARY 8TH, 1996 (Reflection / Knowledge Construction)
DANCES WITH WOLVES

1. In a paragraph, outline the movie we watched in December.
What were the most important parts to that movie?
Why were these points important?
2. Kevin Costner played the role of an American soldier. How did he change over the movie?
3. What change in point of view or perspective was shown in this movie?
4. How does this point of view differ from the textbook's and from that of the cowboy and Indian movies of the past?
5. What did you learn from this movie?

JANUARY 9TH, 1996 (Reflection / Interaction / Pro-Active Advocacy)

In November we sent letters to Dennis Gray, Sergeant-at-Arms for the Manitoba Legislature. On December 13th he wrote back to us. Having read his letter:

1. What did Mr. Gray include in his letter?
2. What was his reaction to our letters?
3. What is your feeling about receiving this letter?
4. Will you spend the time to write a letter again if you feel you have been treated unfairly? Why or why not?

JANUARY 10TH, 1996 (Process / Interaction)

Over the last 5 months you have worked with almost every one of your classmates (either as a table partner, clock partner, baseball partner or a number head group). Please think back on your various partners and answer the following questions:

1. Which partner did you work with the most?
2. Which partner did you enjoy working with the most?
3. Why did you enjoy working with this partner?
4. Which partner did you enjoy working with the least?
5. Why did you not enjoy working with this partner?
6. Which partner was the biggest surprise to you? This means which partner did you think you wouldn't like to work with and then you were surprised because you really did enjoy working with that person?
7. Why do you think you were surprised about this person?

JANUARY 12TH, 1996 (Reflection / Empowerment)

Build your time line from when you were born to when you expect or hope to live to. Fill in the important things that have already happened. Fill in the things you plan to have happen in the future. You may choose to include education, career, marriage, children, travel, retirement plans, etc. Include a rough date for each activity.

JANUARY 15TH, 1996 (Knowledge Construction / Reflection)

Last week we worked on two activities that showed different points of view or perspective.

- aid
- a. We talked about whether blind's rights or asthmatic's rights were more significant. Within our class different points of view were expressed.
 - b. We talked about Canadian Foreign Aid policy and whether Canada should send more or less to third world countries. Again this class had different perspectives on that issue.
1. What did these activities show you about point of view or perspective of people?
 2. How are these activities similar to the fairy tale stories we took (The True Story of the Three Pigs and the Maligned Wolf)?
 3. How does one's perspective or point of view influence what one says or what one writes?
 4. Do you think that it is important to consider point of view or perspective when reading newspaper articles, stories, textbook pages or anything written by someone else? Why or why not?

JANUARY 17TH, 1996 (Pro-active Advocacy / Reflection)

The provincial government is cutting funds to public schools. In many divisions this means that teaching jobs are gone and many teachers are fired. In Winnipeg there is a school division (Division X) that had to let many teachers go. The number of students and the number of programs remain the same. The teachers who were left were expected to pick up the job of the teachers who were fired. This did not make these teachers happy because the quality of education and the demands on their time had changed. These teachers voted to eliminate all non-teaching / non-classroom jobs that teachers volunteer to do. This means that there were no more school teams, there were no field trips (ski, food services, etc), there was no graduation dance, no school dances, no extra curricular activities, such as clubs, etc. This upset many students because of them school was far more than just the courses they took.

1. If this happened at our school would it upset you?
2. Would you want to have your voice heard on this subject?
3. How would you go about having the students' voices heard?
4. What would you plan to do?

JANUARY 18TH, 1996

1. Describe for me how you learn best.
2. What types of classroom activities allow you to learn and remember the information (reading from text and making notes, listening to the teacher and making notes, working on projects, working with classmates on activities, talking in groups about the work, being able to write about how you feel about the topic - to reflect,, to be given a chance to make your own decisions, etc, etc,)
3. What types of classroom activities make learning difficult for you?
4. Final comments on Social Studies:

The Great.....

The Good

The Not So Good

The Ugly....

Please feel free to express your feelings honestly and openly.

THANK YOU SO MUCH FOR HELPING ME WITH THIS PROJECT!!!

*We will celebrate soon!!!

MISSED QUESTIONS: The following questions were asked after the completion of the course:

GRAPHIC ORGANIZERS:

Over the semester we used a variety of 'graphic organizers'. Please answer the following questions with regard to those organizers:

1. Did these graphic organizers help you with your Social Studies?
2. If yes, how did they help? If no, why do you think they didn't help?
3. Do you use graphic organizers in other classes? If no, do you wish you did?
4. If you like graphic organizers, how might you use them in your other school work?

RUBRICS:

This year in Social Studies you were given something called a rubric when you were given an assignment to do.

1. Have you used a rubric before your semester of Social Studies?
2. Did you find the rubric helpful?
3. If yes, how did it help? If no, why do you think it didn't help?
4. Would you like to see rubrics used in other classes and in other courses?

QUALITIES OF A GOOD GROUP

- Group members are not rude.
- Group members work well with others in the group.
- Group members are polite and not mean.
- Group members will cooperate.
- Group members want to participate.
- Group members are not grumpy or annoying.
- Group members are respectful.
- Group members do his or her share of the work.
- Group members do not tease.

Written by Pilot Class

OVERVIEW: UNIT I

TOPIC: Canadian Identity and Multiculturalism					
CURRICULUM CONTENT	TEACHING/ LEARNING ACTIVITIES	INCLUSIVE CLASSROOM	PRO-ACTIVE	INTERACTIVE	EMPOWERING
<u>CANADIAN IDENTITY</u> "My definition"	*FIRST WORD *CLOCK PARTNERS		ENCOURAGED TO CONSTRUCT THEIR OWN KNOWLEDGE	SCAFFOLDING 1. Activating Prior Knowledge 2. Practice run with own name	CHOOSE THE TEN THAT FIT BEST FOR YOU
"What's important about being Canadian- whole class"	*CARD SORT *CLOCK PARTNERS	ESTABLISHING OUR CLASS LIST	COMPARE POSITIVE AND NEGATIVE DESCRIPTORS	SUPPORTED HIGH CHALLENGE: CATEGORIZE / EVALUATE	VISUAL/ AUDITORY KINESTHETIC HONOURED
"My /our definition of Canadian" using only Canadian materials	COLLAGE BUILDING	PARTNERS WERE ALLOWED / ALL COLLAGES WERE DISPLAYED WTH HONOUR	ENCOURAGED TO CONSTRUCT THEIR KNOWLEDGE	SCAFFOLDING: "Working Towards Portfolio Success: Organizer	RUBRIC FOR CANADIAN COLLAGE
"People in our collage"	*GALLERY WALK		IDENTIFYING BIAS "Whose missing from our collages?" Discrimination by Omission	SUPPORTED HIGH CHALLENGE: Analyzing / Inferring	PERSONAL REFLECTION How do I feel about this omission? What can I do?

OVERVIEW: UNIT I Con't

CURRICULUM CONTENT	TEACHING/ LEARNING ACTIVITIES	INCLUSIVE CLASSROOM	PRO-ACTIVE	INTERACTIVE	EMPOWERING
<u>INFLUENCES OF CANADIAN IDENTITY</u>					
The Media: Read orally and silently a news- paper article "Canadian Pride"	*REFLECTIVE INDIVIDUAL WRITING	PRODUCING "OUR" LIST OF CANADIAN PRIDE	SENDING OUR LIST TO THE NEWSPAPER -Responsible citizen/ Knowledge Construction		INDIVIDUAL REFLECTIVE WRITING: Honouring Diversity
Agents of Socialization: (culture, media, peers, government)	*THREE STEP INTERVIEW *GRAPHIC ORGANIZERS		KNOWLEDGE CONSTRUCTION		
Agents of Socialization are Everywhere	*NUMBERED HEADS TOGETHER		SOCIALIZATION IN NURSERY RHYMES / STORIES - Identifying Bias - Identifying Point of View in "Maligned Wolf"	SUPPORTED HIGH CHALLENGE- - Interpreting and Synthesizing	
Integration/ Assimilation/ Discrimination	*JIGSAW ROTATION				
American / Canadian Identity	*DOUBLE BUBBLE *BASEBALL PARTNERS	ESTABLISHING "OUR" CLASSES TV HABITS		SUPPORTED HIGH - compare and contrast - scaffolding: Double Bubble	CHALLENGE:

SOCIAL STUDIES 10G / M
Canada Today: Canadian Studies
Course Outline

Teacher: []

Expected of the class:

All members of this class are expected to treat all other members of this class with respect.

Expected of the teacher:

The teacher is expected to provide an opportunity for students to learn about Canada through a variety of activities. The teacher is expected to allow students an opportunity to pursue in more detail areas of the course that are of the most interest to them. The teacher is expected to give students a choice for portfolio assessment. The teacher is expected to go the extra kilometer.

Expected of the student:

Students are expected to work cooperatively with each other. Students are expected to complete all tasks and to take responsibility for their assignments. Students are expected to make decisions about their portfolios. Students are expected to go the extra kilometer.

Social Studies 10G/M is divided into six different units. They are:

I. Canadian Identity and Multiculturalism

Who is Canadian?

The Multicultural Nature of Canadian Society

II. Canada's Physical Environment

Overview and Physical Regions

Unifying Forces and Challenges

III. Canadian Society: Political and Legal Processes

The Political Process

The Legal Process

IV. Canadian Society: The Economic Process and Technology

V. Canada and the World

Interdependence of Canada

Canada's Relationship to the Third World

VI. Canada in the Future

Appendix 12 cont'd

Communication: Interactive Journals

All students will be expected to communicate with the teacher through the use of an interactive journal. Students will be asked to write in their journals and the teacher will respond in writing to each journal entry. Class time will be given for students to make their entries. Questions may be used to help students with their entry. The interactive journal provided an opportunity for students to ask questions privately, to express concerns and/or to share ideas and feelings. The interactive journal provides an opportunity for the teacher and students to get to know each other better. Journals also give the teacher the feedback necessary to make improvements to classroom activities.

Portfolios

A portfolio is a collection of student work that tells the story of the student's effort, progress, or achievement in a given area. This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of self-reflection.

Assessment

The understanding of each unit will be assessed in the following ways:

Portfolio Item #1 that demonstrates learning	
- teacher assigned	
- done in class	/25
Portfolio Item #2 that demonstrates learning	
- student chosen	
- started in class/ finished at home	/25
End of unit written test	/25
Participation in and completion of classroom activities	/25

Portfolio items will be assessed in a variety of ways (peer and/or self and/or teacher assessed)

Students will receive a grade out of 100 for each unit. All unit grades will be added and averaged. The overall final grade will be calculated in the following ways:

Unit Average	/75%
Final Exams	<u>/25%</u>
	100%

HIGH CHALLENGE INTERACTIVE TEACHING AND LEARNING STRATEGIES

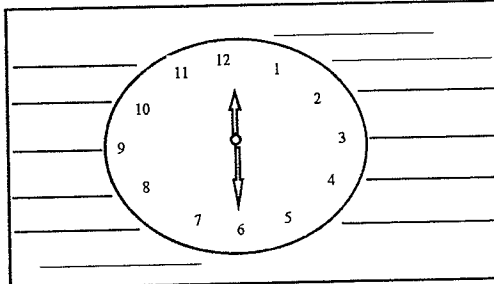
**Bruce Wellman, Director of Science Resources
Institute for Intelligent Behaviour, Berkeley, CA**

FIRST WORD: The first word is a variation on traditional acronyms. To activate student thinking, place the name of a thing, a topic or key concept vertically down the side of a page. Working in small groups or on their own, students generate a word or short phrase that begins with each letter of the vertical word.

C- ONCERNED
A- BORIGINAL
N- ATIONAL
A- CCUSTOM
D- EMOCRATIC
I- MMIGRATION
A- LTRUISTIC
N- ICE

When students have completed their drafts, they should check them over to see if they have left out any essential ideas. This structure taps language arts skills as much as it does social studies knowledge. This can become a useful criteria for structuring teams for this activity. Students with strong language skills can be mixed with those who have ready content knowledge. The First Word can also be used at the end of a lesson. Used in this manner, it is called the Last Word. The Last Word can be used as a means of processing for understanding and as an alternate assessment device.

CARD SORT: Sort cards or sort pictures work well with any concept where clear relationships exist between concepts and terms. These relationships can be part to whole, whole to part, cause and effect or any other arrangement that shows connections between the individual terms. The teacher creates a set of cards or the students create a set of cards about a certain topic. Students work in teams to sort the cards into categories or groups based on the relationship which they perceive exist between terms. After the cards are sorted, student teams create labels for their groupings.



ROUND THE CLOCK LEARNING PARTNERS: Make an appointment with 12 different people.. one for each hour on the clock. Be sure you both record the appointment on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks.

THREE STEP INTERVIEW: The Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. The structure is based on interview and listening techniques that have been modeled by the teacher. Active listening and paraphrasing by the interviewer develop understanding and empathy for the thinking of the interviewee. The content of the Three Step Interview is flexible. It is most often used to have students connect personal experience to a unit of study.

1. Activate students' knowledge and thinking, 2. Processing for meaning, 3. Homework reinforcement.

Step one: Students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.

Step two: Student pairs reverse roles, repeating the interview process.

Step three: Each pair joins another pair to form a group of four. Students introduce their pair partner and share what their partner had to say on the topic at hand.

WORDSPLASH

A 'word splash' is a collection of key terms or concepts selected from a reading, a chapter in a textbook, an article, etc. which students are about to read. Most terms selected for a word splash are vocabulary familiar to students. The newness or novelty in this context is the way in which the terms are associated with the new topic

The Death of a Culture

Europeans	Early in the 1820s	
peaceful	starvation	Shanawdithit
	sharing	Beothuk
Newfoundland	hunters	furs
suffered	diseases	John Peyton
fishermen	murders	

about to be studied. The selected terms are displayed randomly and at angles on a visual handout, overhead or chart. Students are asked to brainstorm and generate complete statements (not just words or phrases) which predict the relationship between each term and the broader topic. Once statements are generated, students turn to the printed material, read to check the accuracy of their predictive statements, and revise where needed. Wordsplashes can be used in a variety of ways:

- * create a wordsplash prior to viewing a film or listening to a guest speaker
- * create a picture splash
- * as a summarizing or study strategy, students read and then create their own wordsplash of what they consider to be the key terms or ideas in the passage
- * work with a wordsplash then have students write a story that makes

NUMBERED HEADS TOGETHER: Numbered Heads Together is a simple and powerful cooperative structure that draws on small group interdependence and builds in individual accountability. It has a game-like quality that is highly motivating. This structure works well for quick reviews and provides a way to check students' understanding easily of such things as content information, teacher directions, procedures and processes. Numbered Heads Together can be used for lower order and higher order questions. The time allowed for 'heads-together' will vary, depending on the cognitive complexity of the thinking required by the question the teacher asks.

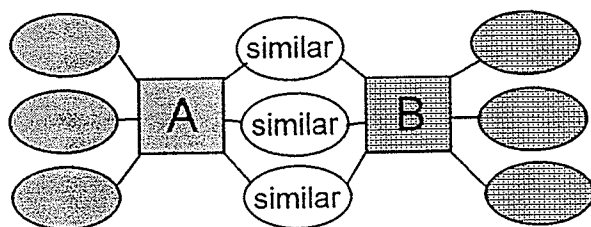
COMPONENTS:

Students number off. Each student on a team has a different number. When a number is drawn (playing cards work well) that person must answer.

The teacher asks a question. Higher level (Blooms) questions should be asked.

Heads together: students put their head together and collaboratively generate the answer. Teams make sure that every member knows the answer.

The teacher calls a number by pulling a card at random. All students with that number raise their hands and are called on in a traditional manner.

DOUBLE BUBBLE: COMPARE AND CONTRAST

How are A and B similar?

How are A and B different?

GRAPHIC ORGANIZERS: A graphic Organizer is a visual that represents the relationships of ideas and information from some source using words or abstract symbols. The particular form of an individual graphic organizer varies depending on the kind of thinking present in the source and the organization of material in the sources; but the forms themselves are able to be generalized. The form should be a good match for the kind of thinking / organization present. Graphic organizers can also be used by an author as an original pre-writing activity for organizing

KINDS OF GRAPHIC ORGANIZERS

1. Description
2. Cause /Effect
3. Proposition (with arguments)
4. Concept Definition
5. Sequence or Chain of Events
6. Cycle
7. Analogy
8. Compare and Contrast
9. Plot development / Rising Action
10. Analysis/Categories/Main Idea

CHEAT NOTES:

When students are getting ready to take a test, one teacher allows them to bring "cheat notes" to the test. They are directed to make note of things that they believe will be on the test which they will have a hard time remembering. Each student creates their own "cheat notes" and is allowed to use them during the test. At the beginning of the next semester, students are allowed to bring a full page of notes. The next time, they are allowed to bring only a 4x6 index card. The next time it's a 3x5 card. Eventually, they have to take tests with no notes. "Cheat Notes" are turned in with the exam. The teacher looks over the cheat notes and, throughout the semester, works with students on how to remember some of the items which they needed to include in their notes (e.g. mnemonics, sequence P of L, etc.) so that they can become increasingly less dependent on the notes.

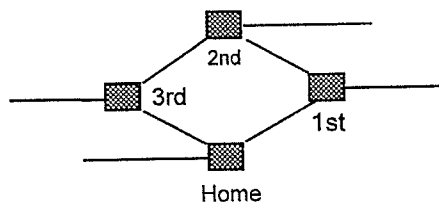
COMPONENTS:

- *Students listen while the teacher poses a question.
- *Students are given Wait Time so each one can think of an appropriate response.
- *Students are cued to pair with a neighbour to discuss their responses.
- *Students are then invited to share their response with the whole class.

THINK / PAIR / SHARE: Think / Pair / Share is a three-step discussion strategy that incorporates "Wait Time" and cooperation with a partner. This structure was first developed by Professor Frank Lyman of the University of Maryland. The purpose of this structure is to encourage participation by all class members during group discussions. Think / Pair / Share is applicable across all grade levels, subject matters and group size.

BASEBALL PARTNERS:

Make an appointment with 4 different people. Both persons record their appointment on this diagram of an infield. Only make an appointment if the same position is open in your infields.



COMMENTS WRITTEN BY PILOT CLASS INSTRUCTIONAL ASSISTANT

"Re: Social Studies 10G (August 1995 - January 1996)

Listed below are observations made by me over the past months. The Social Studies class was taught by [] at [] in the [] School Division. This grade 9 Social Studies class consisted of approximately twenty students. The majority of the students were male and ranged from fourteen years of age to seventeen years of age. Many different cultures inhabited the classroom like, Chinese, Laotian, Native Aboriginal, French and English.

During the first month there were signs of difficulty with some of the students. The male students in the class were displaying inappropriate behaviours such as talking while the teacher was talking to the class. A higher percentage of males were involved in disruptive behaviours then did the females. Many times I would witness name-calling, play-fighting and horse play.

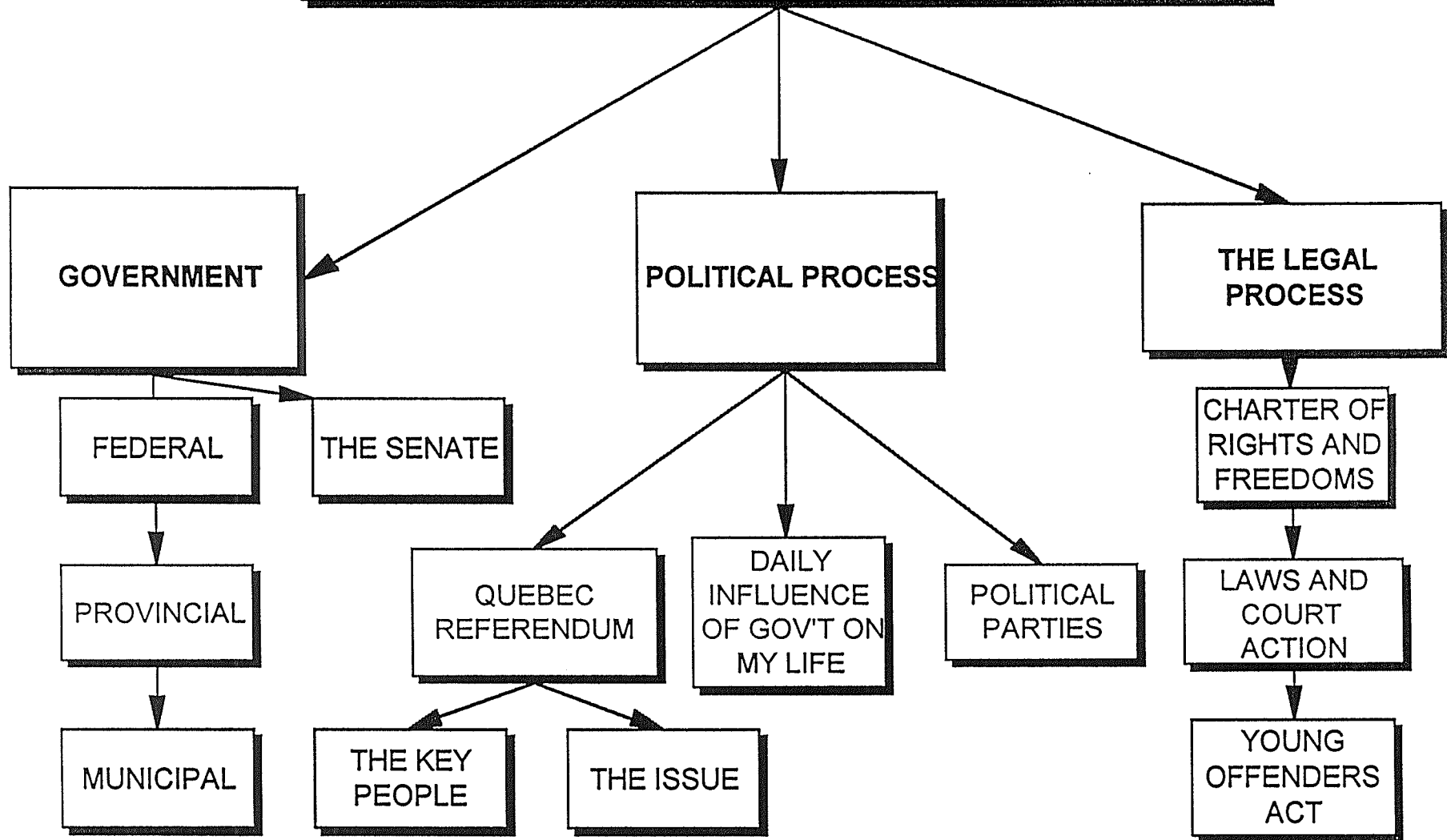
As the weeks and months passed on I could see an improvement in the behaviour of certain students. The quality and quantity of work was better. Students who were not getting along at the beginning of the semester were now able to work in small groups.

Much of the credit goes to [teacher / researcher] for implementing a well planned class. By using strategic teaching methods to get maximum effort from some of the most difficult students in the class.

In the course we covered a large area including First, Second and Third World Countries, Foreign Aid, Pacific Rim, United Nations, Continents, Canada, USA, and many other topics were also discussed in class.





A positive change in the majority of the student was evident from August 1995 to January 1996. It was an excellent learning experience to be involve with this grade 9 Social Studies class.

THE CANADIAN SOCIETY: POLITICAL AND LEGAL PROCESS



Appendix 16

CANADIAN COLLAGE ASSESSMENT RUBRIC

	APPEARANCE	INFORMATION	PRESENTATION	WOW FACTOR	MANAGEMENT
 5	Clear personal vision of Canadian Difference sources used (news/ magazine/other) Provocative (makes you think) Visually appealing Technical piece (size of paper/ glued down nicely, etc.)	Collected information from more than 4 sources Information communicates meaning Chose appropriate information to represent personal vision Ideas are supported by appropriate amount of information	Clear knowledge of the how and why of their collage Sharing interesting I learned something Made eye contact with audience Projected voice well Talked an appropriate length time Made topic interesting	Willingness to risk and achieve success Willingness to explore Going beyond expectations Exceptional effort Touches the heart of the viewer	Collage handed in on time
 4	Clear vision of Canadian Visually appealing Technical piece (size of paper/ glued down etc.) Different sources (news/ magazine/ other)	Collected information from more than 3 sources Information expresses meaning Personal vision present Ideas are supported by appropriate amount of information	Clear knowledge of the how and why of their collage Sharing was interesting I learned something Made eye contact with audience Projected voice well Talked an appropriate length of time	Willingness to risk Willingness to explore Exception effort Going beyond expectations	Collage handed in up to two days late with written explanation
 3	Limited vision of Canadian Technical piece (size of paper/ glued down etc.) Limited sources	Information collected from 3 sources Information expresses meaning Personal vision present	Had knowledge of collage Could be heard Made Eye contact with audience I learn something	Good effort	Collage handed in up to two days late without written explanation
 2	Technical piece (size of paper/ glued down etc.) Single source Careless presentation	Information is limited Information from only 2 sources Unconnected information loosely organized	No eye contact Had some knowledge of collage Could be heard	Minimal effort	Collage handed in three days late with written explanation

DOES NOT MEET MINIMUM STANDARD

NAME: _____

DATE: _____

TITLE: _____

GRADE: _____

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Faculty of Education ETHICS APPROVAL FORM

To be completed by the applicant:

Title of Study:

The Pro Active Interactive Equitable Approach to
Inclusive Education

Name of Principal Investigator(s) (please print):

Patricia (Patti) Lynn Field

Name of Thesis/Dissertation Advisor or Course Instructor (if Principal Investigator is a student) (please print):

Dr. S. Rosenstock

I/We, the undersigned, agree to abide by the University of Manitoba's ethical standards and guidelines for research involving human subjects, and agree to carry out the study named above as described in the Ethics Review Application.

[Signature]
Signature of Thesis/Dissertation Advisor or Course Instructor
(if required)

Signature(s) of Principal Investigator(s)

To be completed by the Research and Ethics Committee:

This is to certify that the Faculty of Education Research and Ethics Committee has reviewed the proposed study named above and has concluded that it conforms with the University of Manitoba's ethical standards and guidelines for research involving human subjects.

Zana M. Lutfiyya
Name of Research and Ethics
Committee Chairperson

August 11, 1995
Date

[Signature]
Signature of Research and Ethics
Committee Chairperson