

Inclusive education: culture, principles, policies, and practices: a literature review

(overview essay)

Sunil Kumar

Abstract: *Inclusive education is a process and schools around the globe are still in the process of implementing the inclusive ideologies. This paper is a literature review from various sources of terms like inclusive culture, inclusive principle, inclusive policy and inclusive practice. The review of literature analysis suggests that Inclusive education can be harnessed successfully in schools by creating inclusive culture, principles, policies and practices. This can only be strengthened when all the stakeholders in education start to collaborate together. The State, Districts, Ministry of Education, Schools, Leaders, Teachers, Parents and Students should all work cooperatively to meet the diverse needs of students in the schools and classrooms. Hence it is all about commitment, dedication, hard and smart work from the stakeholders to flourish inclusive education in our states and regions.*

Keywords: *beliefs, culture, democracy, diverse needs, inclusion, inclusive education, normalization, marginalization*

1 Introduction

Inclusive education in schools is a global phenomenon and is stipulated as a process that can have positive consequences for the general school climate and for the right of students to study in an inclusive environment. In addition, according to Opertti and Brady (2011) an inclusive education structure at all stages is not one which responds separately to the needs of certain categories of learners but rather one which responds to the varied, precise, and exceptional features of each learner, especially those at risk of marginalization and underachievement under common structures of settings and provisions. Moreover, Inclusive education has been defined, amongst other complementary perspectives, as being closely associated with international

efforts to achieve and sustain the Education for All (EFA) agenda by Ainscow and Miles (as cited in Opertti and Brady, 2011). However, Ainscow and Sandill (2010) stated that the issue of how to develop more inclusive forms of education is debatably the major encounter facing school organizations all over the world. Since Inclusive education is a very broad topic we should narrow it down to own context and bring inclusion on a smaller scale in our education system so that it is implemented well at all levels of education. Upon achievement of this, we can bridge other gaps of Inclusive education and make our own schools move towards meeting the diverse needs of students in this 21st century.

To establish inclusive education in my literature survey I looked into Culture, Principles, Policies, and Practices of inclusion. These topics can enhance one as an educator or those interested in Inclusive education to broaden their horizon in Inclusive education. However, there are many concepts that are underpinned with the topic Inclusive education which is not discussed in this literature review but we may come with some overlapping ideas.

2 Method

The methodology employed in literature search involved wide variety of worldwide literature related to Inclusive education in terms of culture, principles, policies, and practices. For this systematic review, a wide spread of literature search was conducted using physical search in text books, electronic databases and Google scholar with no year of article limitations. The key words used in this search included “Inclusive education” and similar, “Inclusive culture” and policies, principles, and practices involved. In addition, Boolean operators, ‘OR’ and ‘AND’ were used to connect my search words together to narrow or broaden my set of results. Only articles in the English language were selected.

3 Results

The search strategy and article screening process are illustrated in Table 1 below. The search generated 30 articles. After abstract reading and full-text reading 25 articles were included and a concluding collection of 22 articles which were concerned pertinent was done to fit the objectives of the study. Among the 22 studies 6 were research articles, 9 papers were reviews, 2 textbook reviews, 1 was a conference paper, 2 were Ph.D. theses and 2 were international documents.

Table 2: Pertinent literature review

Author	Title	Sample	Data collection method	Findings relevant to my topic
Ainscow, M., and Sandill, A.	Developing inclusive education systems: the role of organizational cultures and leadership	n/a	Drawing on research evidence from a range of international literature	Role of leadership in fostering Inclusive Cultures
Björn, P. M., Aro, M. T., Koponen, T. K., Fuchs, L. S., and Fuchs, D. H.	The Many Faces of Special Education within RTI Frameworks in the United States and Finland	n/a	Comparative analysis of RTI in both countries	Inclusive practice: Response to intervention
Egan, M	Inclusive education policy, the general allocation model and dilemmas of practice in primary schools	Three distinct mainstream classroom. 14 Teachers	A mixed methods approach to data collection, semi-structured interviews were conducted	Inclusive education policy
Foreman, P.	Inclusion in action	n/a	Text Book	Legislation, Principles, policies and practices
Hall, T.	Differentiated Instruction. Effective Classroom Practices Report	n/a	Report	Differentiation strategy
Hay, J., and Beyers, C.	An analysis of the South African model of inclusive education with regard to social justice. Africa Education Review	n/a	Document analysis	Social justice
Heacox, D.	Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3–12	n/a	Text book	Differentiation strategy

Elizabeth B. Kozleski, Ting Yu1, Allyson L. Satter, Grace L. Francis, and Shana J. Haines	A Never Ending Journey: Inclusive Education Is a Principle of Practice, Not an End Game	5 Elementary schools and 1 middle school	Focus groups interviews at each school with school principal/leaders and teachers	Open communication between all stakeholders is central to building this common vision and trusting school climate. Student voice, engagement, and empowerment. Families Involvement. Students are active participants in the tools, strategies, and outcomes of learning.
Mentz, K., & Barrett, S.	Leadership and Inclusive Education in South Africa and Jamaica: A Comparative Analysis	n/a	Analysis of documents and literature review	Overcrowding and lack of resources can threaten the integrity of policies.
Morningstar, Allcock, White, Taub, Kurth, , Gonsier-Gerdin, and Jorgensen,	Inclusive Education National Research Advocacy Agenda	Participants of 2012 TASH Conference in the USA	Focus group data collection methods elicited both multiple and distinct perspectives, as well as the views of different audiences (i.e., researchers, practitioners, advocates, family members	Systems-Level Capacity Building. Building and Classroom Capacity. Student Learning and Development
Mulroy, H., and Eddinger, K.	Differentiation and literacy	n/a	Analysis of documents and literature review	Differentiation strategy
National council for special education	Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs	n/a	Literature review of the Principles and practices relating to Inclusive education	Principles and practices relating to Inclusive education

Renato Opperetti and Jayne Brady	Developing inclusive teachers from an inclusive curricular perspective	n/a	Outcomes of the 48th session of the International Conference on Education (ICE) UNESCO and findings from other authors	Definition of inclusive education in light of the Education for All agenda. Developing inclusive teachers from the perspective of an inclusive curriculum which seeks to address the needs of all learners. Key policy discussion areas which must be addressed if inclusive educational reforms are to be sustained.
Paliokosta, P. and Blandford, S	Inclusion in school: a policy, ideology or lived experience? Similar findings in diverse school cultures	43 stakeholders	Semi structured interview	School culture as a barrier or facilitator, Differentiation as a barrier, Time limitations as a barrier, Teachers' knowledge and conceptualizations as a barrier.
Shaddock, Giorcelli and Smith	Students with disabilities in mainstream, Classrooms a resource for teachers	n/a	Text Book	Inclusive Practice
Shogren, McCart, Sailor and Lyon	All Means All: Building Knowledge for Inclusive Schoolwide Transformation. <i>Research And Practice For Persons With Severe Disabilities</i>	11 schools	Survey and interviews with teachers and principals	Co Teaching , Differentiated instructions and Family-professional partnership and Inclusive culture
Theroux, P.	Differentiating instruction	n/a	Authors ideas and literature review	Differentiation strategy
Tomlinson, C. A.	Deciding to teach them all. <i>Educational Leadership</i>	n/a	Authors ideas	Differentiation strategy
Tomlinson, C. A.	Grading and differentiation: Paradox or good practice?	n/a	Authors ideas and literature review	Differentiation strategy

UNESCO	Guidelines for inclusion: Ensuring access to education for all.	n/a	Constructive, valuable feedback And critical insight from individuals with experiences and knowledge of Inclusive education	Inclusive education ideologies, culture principle and practice
Wahab, A.	Preparing teachers for multi-class teaching: a case study from Fiji Ph.D. Thesis	Pre-service teachers, associate teachers and visiting lecturers	surveys, semi structured interviews, observations, document analysis	Policy support literature review
Zollers, N. J., Ramanathan, A. K., and Yu, M.	The Relationship between School Culture and Inclusion: How an Inclusive Culture Supports Inclusive Education	Urban Elementary school, 9 Teachers and staff, 4 parents, Principal for Formal interviews.	Participant observation, interviews (formal and informal) and document reviews	Three components of the School culture that contributed to the success of inclusion: inclusive leadership, a broad vision of school community, and shared language and values

4 Discussion

Inclusive Culture

School culture plays a pivotal role in meeting the daily business of schooling. It enhances holistic development of students, building capacity and meets the demands of societies at large. Thus to meet the learning needs of diverse learners schools have to harness inclusive approach at the organizational level.

An inclusive culture is one nurtured by constant development of staff capacity to include students, collaborate with other professionals and work in partnership with parents. Such a positive culture also fosters team planning, collaborative teaching, cooperative learning and transition planning for students as they progress through schooling (Shaddock, Giorcelli & Smith, 2007, p.4).

According to Kozleski, Yu, Satter, Francis and Haines (2015) capacity building enhances inclusive culture, when there is dynamics of relationships between the principal, school staff and families and it can be harnessed very well in the schools when the principal has a strong personality, is dedicated, committed to the students, families, families and the staff.

A research conducted by Zollers, Ramanathan, and Yu (1999) found three components of the School culture that contributed to the success of inclusion: inclusive leadership, a broad vision of school community, and shared language and values. Each of the following is discussed below in the paragraphs.

The first one is **Inclusive leadership**, when the school leader used the democratic approach in which he valued participatory democracy and in which the core element was collaborative decision making which created a high level of interdependence among the entire community of the school. The school leader has a very strong belief in inclusion, valuing people with disabilities and protecting their rights within the school community. The leader also shaped and shared the belief of inclusion in nearly every interaction which characterized him as a value-driven leadership. Lastly, the school leader as an exemplary role model also influenced everyone in the school community.

Secondly, **A broad vision of school community**; the school members shared a profound interest in including families as well as the outside community in every aspect of the school so that they share the responsibility and the best educational and social outcomes of students can be achieved, whereby families, faculty, and students were nourished with personal attention and respect. The school also created the home based partnership and it empowered all the members of the community and gave them a voice in the school.

Lastly, **Shared language and values**, the Faculty, Staff, and Parents speak the same language about their school motto stating that they are all special and describe the school for everybody. They also entertain multiculturalism in the school where everyone becomes an integral part of school events which promotes multiculturalism.

In addition, open communication between all stakeholders is the central element in building a common vision and a trusting school climate (Kozleski et al., 2015, p.227).

In contrast to the above, a study conducted by Paliokosta and Blandford (2010) found that school culture can become a barrier when:

- Teacher's impression is insufficient to deal with all methods of learning.
- There is no association amongst the managements teams struggle to raise standards and the special educational needs departments practice.
- Discussion amongst teachers and teaching assistants is not evident.
- Inclusion is not regarded as of importance by the senior management team of the schools.
- Teaching assistants' work is not valued and recognized by others which creates a low self-perception amongst them.
- Members of staff at a strategic level and operational level openly talk about the disparity in the school organization due to the admission of a high amount of learners with special needs.
- Stakeholders choose a medical model to address special educational needs. (Paliokosta and Blandford, 2010 p. 181 and 182)

According to Shogren, McCart, Sailor & Lyon (2015) study for the Schoolwide Integrated Framework for Transformation which integrated research on inclusive educational practices and critical features of systemic school reform as a framework for schools, districts, and state education agencies to promote lasting and sustainable change all the schools had firmly rooted school culture: culture of sharing responsibility to serve all children by including staff members and families, all the members had a strong belief that all students should be valued, provided with support to be successful, all students learn differently and their ultimate goal was to celebrate differences.

Thus, inclusive culture should be embedded in schools and realistic goals can be achieved if all the stakeholders in education especially around the child with diverse needs start to collaborate, share values, responsibility and display teamwork, then will the inclusive ideologies arise smoothly in any school context.

Hence we all know that school is a platform for building capacity, sustainable education for our future generation. To build this future generation we have to cater the learning needs of diverse students, we also have to get those students into classrooms who lack access to education. We as leaders, educators, teachers, parents and community members should create a positive culture, committed and dedicated environment, democracy, a visionary approach and when all this collaboration and networking is done in a conducive way, the schools will definitely succeed in Inclusive education.

Inclusive Education Principles

There are numerous principles that have formed a platform for policy and practice for inclusion of students with disabilities. In addition, these policies are widely used in any educational settings, from the system level to school level, finally to classroom levels for application of this in teaching and learning programs.

The four key features of inclusion by UNESCO offer an expedient summary of the principles that support the inclusive practice. These components are:

- Inclusion is a process. It has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences and learning how to learn from differences. Differences come to be seen more positively as motivation for nurturing scholarship, between children and adults.
- Inclusion is concerned with the identification and elimination of obstructions. It involves gathering, comparing and evaluating data from multiple sources in order to plan for improvements in policy and practice. It is about using evidence of numerous varieties to inspire creativeness and problem-solving.
- Inclusion is about the attendance, involvement, and success of all students. 'Presence' is concerned with where children are educated, and how consistently and promptly they attend; 'participation' relates to the excellence of their

involvements and must incorporate the views of learners; and 'achievement' is about the outcomes of learning across the curriculum, not just test and exam results.

- Inclusion invokes a particular emphasis on those groups of learners who may be at threat of marginalization, segregation or underachievement. This indicates the moral responsibility to ensure that those 'at risk' are sensibly scrutinized and that steps are taken to ensure their existence, involvement, and accomplishment in the education system (UNESCO, 2005, p.15).

Hence, we should make differences in the scholarship journey of students, so that whatever obstructions they have is accomplished and they become part of the education system, latter to the community and society at large.

According to Foreman, 2011 five underlying principles are outlined below:

I. Principles of Social justice and human rights

Everyone is born with a divine right but the circumstance and situation in our life at times makes it miserable. Constantine, Hage, Kindaichi and Bryant (as cited in Hay and Beyer, 2011, p.234) stated that "Social justice can be described as a fundamental search for equity and fairness in resources, rights, and treatment for marginalized individuals and groups of people who do not have equal power in society ". In addition, Foreman (2011) suggested that inclusion in education is often as much a rights issue as it is an issue of what works best in all circumstances. Thus its social justice and human rights should be essential components of Inclusive education.

II. All children can learn

Every child is unique and they are born with talents. However, before 1970s students were classified as educable depending on their IQ test and were provided with education in the public education system and others were regarded as medical cases, since 1970 there has been a widespread acceptance that all children can learn and recently in inclusive settings or inclusive classroom (Foreman, 2011). Thus we as teachers need to tap the capabilities of our learners in the real classroom situation.

III. Normalization

Normalization is best defined as making people with disabilities live a normal life by giving roles and responsibilities to them in their daily life. According to Foreman (2011), the concept of normalization embraces the belief that people are entitled to live as normal as possible a lifestyle in their community and in relation to education students with disabilities can choose their own schools. (P.10). Moreover, Wolfensberger (as cited in Foreman, 2011 p.10) suggested that we must value the social roles

of people with disability, if they are genuinely included in the community, so that the social roles are valorized by giving them roles and opportunities.

Moreover, in the normalizing process, those students at risk in other schools became part of the expected mix of abilities, histories and experiences and skill levels with the school. (Kozleski et al., p.223). Hence normalizing should start at schools so that the students with diverse needs are included in the schools around their own community so that they feel that they are accepted within their own community. Thus, these will develop self- esteem and self- confidence amongst the children with disabilities and without disabilities.

IV. The least restrictive environment

Environment plays a very important role in human development. The concept of the least restrictive environment is based on the principle that some environments are intrinsically more restrictive than others. In addition vigorous research regarding LRE placement is needed, given the variability both within and across states, as well as practices that seize or stimulate family involvement and how districts interpret policies and procedures that influence placement is an essential question (Morningstar, Allcock, White, Taub, Kurth, , Gonsier-Gerdin,& Jorgensen, 2016).

V. Age – appropriate behavior

Students with disabilities should be given roles that are valued by the school community. They should actively participate in the daily activities of the schools and wherever possible, perform roles that are seen positively by peers and are valuable. The principles of normalization and social role valorization suggest that student's activities should be appropriate to their age. (Foreman, 2011 p.15)

Furthermore, according to the National Council for special education (2010) “underpinning principle of inclusive education is that all children and young people, and without disabilities or other special needs, are learning effectively together in ordinary mainstream schools, with appropriate networks of support. This principle means that we enable all students to participate fully in the life and work of mainstream settings, whatever their needs”.

Thus everyone's right is that any educational setting should be respected. Students with disabilities should be given roles and responsibilities so that they live with their daily life within their own community. Best place to harness this will be schools where everyone is treated equally which creates positivism and students may become successful.

Inclusive Education Policy

Policies are guidelines that give a sense of direction and outline an organization's goals and desired effects. It is important that the state, Ministry of Education, Universities, Teacher Education, Schools and local community have policies that clearly stipulate the terms and conditions of Inclusive education.

Therefore at its core, inclusive education policy answers the question what is the purpose of inclusive education in a society, and how can we best fulfill that purpose in meeting the needs of diverse students in this 21st century of education.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has created a chain of reports and policies in the preceding 20 years that constantly discusses inclusive education practices (Foreman, 2011 p.45). Education for All (EFA) promotes recognition of the need to expand quality education to all children in the world irrespective of where they live (United Nations, 2010). Little (as cited in Ali, 2011, p.27) stated that "most Governments in the world have become signatories of EFA and have initiated programs in their own countries to allow all children to have free and compulsory primary school education". Inclusive schools are seen as an effective means of achieving the EFA goals of improving the education of children in isolated circumstances, and for ethnic minorities. Having legitimate policies in Inclusive education means taking a holistic approach to education reform and tackling the exclusion system that exists in the education system.

As such, teacher education institutions and ministry of education need policy documents to guide them in the development of pertinent inclusive education program materials and authenticate the dissemination of such a program. However, simply having policies in place will not solve the problem faced by Inclusive teaching; policies need to be implemented. Therefore, Fullan (cited in Ali, 2011) stated that educational change or reform is not just about putting the policy in place but is based on the improvement of relationships between policies and the people implementing the policy. In many countries "policy development is mired by bureaucratic procedures and lack of commitment by those in power" (Ali, 2011, p.27). In addition, according to a comparative analysis of leadership and Inclusive education by Mentz and Barrett (2011) concluded that the measures of access increased in the policy documents in South Africa and Jamaica are very well expressed, however, it can be challenged by overcrowding of students in the class and lack of resources. In addition a study conducted by (Paliokosta and Blandford, 2010, p.183) found that there is inconsistency amongst theory and authenticity whereby time was presented as a severe obstacle to inclusive policy execution because a teacher and tutor explained that teachers are not able to carry out differentiation due to not having enough time within the lessons. Therefore, who will be accountable for these challenges? Whenever there is any design of policy, the policy makers should involve all the stakeholders of education

so that all the challenges are discussed and meeting these challengers are forecasted in the policy itself.

Interestingly, with regard to policy intention and implementation, Gomez (as cited in Egan, 2013, p.14) suggests that policy implementation can be resisted due to lack of participation from key stakeholders such as teachers, a view that is shared by Coughlan (as cited in Egan, 2013, p.14) with regard to Irish education policy. All too often, it is a small group with a certain knowledge (power /agency) who are involved in devising policy with little consultation or participation from those involved in its implementation. The current study embraces teacher participation. It focuses on teachers and the implementation of policy texts because according to O'Brien (as cited in Egan, 2013, p.14) the key resource to successful inclusive education lives inside teachers' heads. Barton (as cited in Egan, 2013, p.14) observes that the professional opinions of teachers, their values and voices have been consistently ignored within the process of devising and implementing education policy. Therefore, it is essential to reveal teacher attitudes, beliefs, and values. It's true that teachers are not involved in decision-making process when designing policies at state level teachers are the best resources to guide policy makers so that we can have an authentic policy, it's not just moving with the global education but moving within our own context.

According to Morningstar et al., (2016) their findings articulate that research aligned with school-wide transformative approach is needed. In particular, understanding systems unifying general and special education, including policies to scale-up, generalize, and sustain inclusive practices and models, is critical. Research is needed to scrutinize how policy and regulatory language support or hinder quality practices.

Inclusive Practice

A recent study in the UK by Ainscow, Booth, and Dyson (as cited in Ainscow and Sandill, 2010, p.403) found that to develop inclusive practices in schools social learning process at a workplace that impacts individuals achievement and the thinking that informs this achievement should happen. In addition, they sought a deeper understanding of Wenger's framework that analyses the development of practices in social context and found that whatever strategies we have at organizational level becomes clear when it is used and discussed amongst colleagues. (Ainscow and Sandill 2010). Furthermore, Paliokosta and Blandford (2010, p.184) found that teachers knowledge and conceptualizations can also become a major drawback in inclusive culture and which will not facilitate effective implementation of differentiation as an inclusive practice. Therefore, we cannot work in isolation, we have to share knowledge by sharing knowledge there is an expansion of Knowledge and with this expansion of knowledge we can harness inclusive practices in our diverse classroom.

Furthermore, according to Shaddock, Giorcelli and Smith (2007) described inclusive practices as following

- All efforts made by the school and its community to make students and their parents feel welcome.
- Inclusive practice implies that if participation becomes an issue for any student, whether rising from disability, gender, behavior, poverty, culture, refugee status or any other reasons than desirable approach is not to establish special programs for the newly identified individual or group need, but to expand mainstream thinking, structures and practices so that all students are accommodated.
- Inclusive practices involve a change in mindset about how society, schools, work together to allow all students to achieve meaningful individual and group learning outcomes.
- For students with identified disability, inclusive practice requires innovative ways of thinking about disability, differences, interdependence and they have a right to be educated with their siblings and peers at their schools of choice.
- It requires school leadership and vision that foster a sense of community and emphasize the importance of relationships.
- Inclusive practice begins with each teachers understanding the importance of being personally inclusive of students, parents, and others; treating each student as an individual; disregarding labels; learning from good practitioners and best practice research; and reflecting on their own performance as teachers.
- Inclusive practice describes a host of strategies that support the inclusion of students with disabilities. Teachers willingness to engage in co-teaching and to find creative ways of working together with others to support students with disabilities in the mainstream are hallmarks of effective inclusive practice.(Shaddock, Giorcelli and Smith, 2007.p.4)

However, to really practice inclusive teaching we must look at varieties of teaching strategies that we can cater for diverse needs of students. Which will be discussed below

A. Co- Teaching

Co-teaching is a model that highlights cooperation and communication amongst all members of a team to encounter the requirements of all students. It is also called cooperative teaching and collaborative teaching. According to Shogren et al (2015), the schools accomplished collaborative teaching by changing job descriptions of teachers who were originally appointed to serve in separate settings, enabling them to serve in a co-teaching or supporting role in a general education classroom. The other schools worked to organize supports for students who needed more intensive intervention not based on disability label, but on student need. Schools also identified

that they used paraprofessionals in several ways, including supporting any student with a need, often delivering direct instruction to students while a general or special education teacher took primary responsibility for the teaching and learning process.

B. Differentiation strategy

Tomlinson (2005), a leading expert in this field, defines differentiated instruction as a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. To differentiate instruction is to acknowledge various student backgrounds, readiness levels, languages, interests and learning profiles (Hall, 2002). Building on this definition, Mulroy, and Eddinger (2003) add that differentiated instruction emerged within the context of increasingly diverse student populations. Within the learning environment permitted by the differentiated instruction model, teachers, support staff, and professionals collaborate to create an optimal learning experience for students (Mulroy and Eddinger, 2003).

One of the three ways to differentiate instruction is through changing the content. The content of the lesson is the curriculum that is being taught. Heacox (2002) identified several actions that teachers can take to differentiate the content for their students. One way teachers can differentiate the content or the curriculum they teach by providing students with the opportunity to choose a subtopic within a main topic or unit of their own interest. Secondly, differentiating the process/activities incorporates learning activities or strategies that provide appropriate methods for students to explore concepts of the content (Theroux, 2004).

Lastly, a product is what a student develops to show their understanding of the content which was taught. Differentiating the product encourages students to demonstrate what they have learned in a wide variety of forms that reflect knowledge and ability to manipulate an idea. This phase of differentiating is identified as evaluation (Tomlinson, 2003).

Hence, curriculum differentiation provides a planned and documented curriculum that is adapted to take into account the needs and abilities of groups of students with particular educational needs.

Recent studies outlined by Kozleski et al (2015) p. 223 suggest that “students are no longer passive recipients of a curriculum and pedagogies but rather active participants in the tools, strategies, and outcomes of learning. The more they are involved in learning, the more their creativity and individual capacity can be harnessed to produce powerful learning.”

C. Response to Intervention (RTI)

Response to Intervention (RTI) has evolved into a systematic tool for implementing identification, evidence-based instruction, close monitoring of student progress, and decision making for all levels within the system, including administration, teachers, and parents (Björn, Aro, Koponen, Fuchs, & Fuchs, 2016). In addition, according to Sullivan & Long (as cited in Björn, *et.al*, 2016) stated that as for the effectiveness of RTI, in terms of academic achievement, it may be deemed an early intervention approach that can improve the academic performance of at-risk students (Thus, the following examples describe how RTI can be used to prevent reading problems and identify children who need support for reading. According, to Fuchs, Fuchs, & Compton (as cited in Björn, *et.al*, 2016) in the three-tier RTI Smart model, Tier 1 is for all students. Screenings are conducted several times per year to perform a timely identification of at-risk children. Each at-risk student's progress is closely monitored. If the child does not respond to the first level of group-oriented interventions and other instructional support (such as differentiated instruction), he or she typically moves to the next RTI level (Tier 2). Tier 2 the student then receives research-based instruction, sometimes in small groups, sometimes as part of a class wide intervention. The length of time spent in Tier 2 is longer than in Tier 1, and the intensity of the interventions is greater. If the child does not respond adequately to the interventions in Tier 2, then a third level (Tier 3) becomes an option for continued, yet more intensive, often individual research-based intervention (Björn, et al., 2016).

In addition, Opertti and Brady (2011) stated that inclusive pedagogies, practices, and tools imply, amongst other things, a move away from overloading students with theoretical and formal academic knowledge towards a focus on active student participation and learning. They imply that teachers are able to develop a more flexible and relevant range of objectives, methods, media, activities, and assessment. Research on learning reminds that students are no longer passive recipients of a curriculum and pedagogies but rather active participants in the tools, strategies, and outcomes of learning. The more they are involved in this work, the more their creativity and individual capacities can be harnessed to produce powerful learning (Kozleski et al p.223). Thus, contemporary strategies like co-teaching, differentiation strategy and response to Intervention, can be applied to real classroom teaching and learning process. However, there are lots of innovative strategies that can meet the demands of the diverse classroom. These might include cooperative teaching and learning, collaborative problem-solving, mixed-ability groups, and individual education plans developed in line with the rest of the curriculum, along with cognitive instruction, self-regulated and memory learning, multi-level teaching, competency-based approaches, and interactive, digital teaching tools (Opertti and Brady, 2011, p.465). To harness this, teacher preparation and professional development will be equally

important. Thus it is necessary to examine and clarify the dispositions, knowledge, and skills of educators to support inclusive practices (Morningstar et al., 2016). Therefore as teachers and educators, we must be fully versed with all the new strategies so that we can make the difference and a successful learning journey for our students. Hence, inclusive practice is about feelings, mindset, knowledge, vision, reflective Practitioners and innovation, if these ideologies are in calculated in teachers and the teaching process inclusive education, will be implemented in schools and the needs of students will be met productively.

5 Conclusion

Hence as we develop the ideologies of inclusive education in schools to meet the diverse needs of students, it is obligatory to identify that the arena itself is puzzled with doubts, disagreements, and paradoxes around the globe. Therefore a smaller scale implementation of inclusive education concepts as per our own context will be the fundamental platform of reaching inclusive education goals. The core topic of inclusion: culture, policies, principles, and practices are interrelated. For inclusion to occur in schools this topic should be given the top most priority so that some realistic goals in inclusive education is achieved in schools. Every school around the globe is unique with its geographical location, human resources with different perceptions and ideologies and priorities from states in terms of education but the ultimate development of a country and the universal truth is that education is the key hub for development. If inclusive education is cultivated from the beginning of learning journey of an individual learner, the individual learner's progress will create a big difference of a state's progress in creating a peaceful and prosperous nation.

6 References

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(reviewed twice)

Mr: Sunil Kumar (PhD student, Final semester)
 Faculty of Special Education
 Masaryk University
 Poříčí 538/31, 603 00 Brno,
 Czech Republic
 Tel: +420 776 186 566
 email: 441552@mail.muni.cz