

ALBERTA EDUCATION

WHAT IS INCLUSION

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.

Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta.

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

PRINCIPLES OF INCLUSIVE EDUCATION

The following six principles are key to achieving Alberta's vision for an inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of Alberta's education system.

ANTICIPATE, VALUE AND SUPPORT DIVERSITY AND LEARNER DIFFERENCES

Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

HIGH EXPECTATIONS FOR ALL LEARNERS

Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.

UNDERSTAND LEARNERS' STRENGTHS AND NEEDS

Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.

REDUCE BARRIERS WITHIN LEARNING ENVIRONMENTS

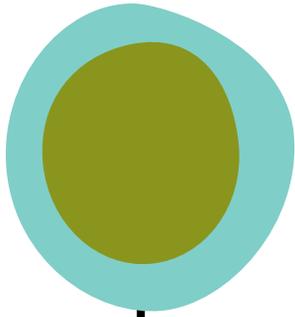
All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students' ability to be successful learners and to participate in the school community.

CAPACITY BUILDING

School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.

SHARED RESPONSIBILITY

All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.



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INCLUSIVE EDUCATION

Educational practices that are flexible and responsive to the strengths and needs of individual students can create inclusive learning experiences that ensure all students are successful.

Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners. For some learners, the most responsive and flexible learning environment may include:

- instruction and support in a grade-level classroom with same-aged peers;
- individualized instruction in smaller group settings;
- a specialized classroom or setting;
- one-on-one instruction; or
- a combination of all the above.

INCLUSIVE EDUCATION POLICY

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

2018 - 2019 Guide to Education:
ECS to Grade 12, page 31

