



Getting Started with Inclusive Education

Transcription: Video 3

Interviewees

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What are some misconceptions about inclusive education?

Abby Osborne

So I think one of the most common misconceptions around inclusive education is that it somehow looks different to just good teaching. We tend to think inclusive teaching is something that's specialised, it's about drawing on professional help. And often I would say, I've worked with many teachers around the globe who are doing really good things in the inclusive teaching



and learning space, but not identifying that as being inclusive. They would just say that "This is what I do every day." "This is just part of my job." "This is who I am." So I think it's really important that we realign inclusive teaching with just good or great teaching. So that teachers feel that they've got more autonomy in that space and feel more confident to carry on doing what they're already doing.

Waleed Bagadi

A common misconception, particularly in resource constrained settings, is that inclusive education is too costly or complex to implement. However, with proper support and planning, it can be more cost effective than maintaining separate systems.

Lauren Woods

Some believe that providing exam access arrangements for example, particularly for high stakes assessments, gives unfair advantages. In reality, these arrangements level the playing field, and that is very much echoed by research, allowing all students to demonstrate their true abilities.


Paul Ellis

Other misconceptions around inclusive education can be that those who have diagnosed conditions aren't able to do certain subjects. An example here might be my own subject, which is Modern Foreign Languages. People often say, "oh, that's too difficult for students to do if they've got dyslexia" for example. Well, I would say on the contrary, actually it can be really good because it can give students then the opportunity to use another language might suddenly be something which they feel much more capable of doing than their own first language. English is particularly hard to spell, for example, whereas a language like Spanish is actually relatively easy because you spell out as it's spoken; each letter in turn helps you phonetically to be able to pronounce the language.

Another language to consider here might also be whatever version of sign language you have in your country. So I'm speaking here in the United Kingdom we have something called British Sign Language, there is American Sign Language. There are other sign languages. But what you can do with sign language is you can express yourself, as I'm doing here with my hands in certain ways. You can use your fingers to spell out the alphabet. You can use certain gestures which are common to many people, and through that kind of way as well, you can learn to express yourselves.

In the UK as well, we have something called Makaton, which is used quite a lot, which is used with younger students, particularly very young students, babies even, also increasingly with elderly people. So you can have very basic sign language that you can use where somebody can't verbalise what they want to say or do, then you can perhaps encourage that in the classroom.

So that's an example of a language which students could do. So rather than saying, "Oh no, other languages are too difficult." Maybe give them the opportunity because they might suddenly be able to express themselves in ways other than you might think. One key misconception is that only learners with special needs benefit from inclusive education. Inclusive



practices benefit everybody. For example, a teacher may increase the range of teaching methods and materials to help cater for different learning styles, and this variety can help all learners.

Satyajit Sarkar

A misconception that I often hear is learners with a disability are better served in separate special education settings. Whereas the reality is inclusive education benefits both learners with disabilities and their peers, promoting a sense of belonging and sense of community feeling.

Waleed Bagadi

There's also a misconception that cultural norms in some developing countries are incompatible with inclusive education. While cultural sensitivity is important, our experience shows that inclusive practices can be successfully adapted to diverse cultural contexts.

Lauren Woods

Resistance to change can also pose challenges, particularly where there are misconceptions about what inclusive education entails. And now, overcoming this resistance does require engaging with all relevant stakeholders to really emphasise the benefits of a truly inclusive approach.

Paul Ellis

Maths, is it too difficult? Design technology, is it too hard? Geography, is there too much study in that? History, is there too much to remember? Etc., etc. Give people the chance to try to show what they can do, and you might be surprised.