

Inclusion

Kagan Australia believes that Inclusion is more than meeting special educational needs. Inclusion is for **all** students regardless of their strengths or weaknesses; it is to ensure the participation and highest achievement of **all** groups at risk of underachievement.



Cooperative Learning is a **powerful** way of creating the inclusive classroom/school. It raises the level of 'quality first teaching' allowing **all** students to contribute in a way that can make them feel **significant**. Students are included in the feeling of belonging among other students, teachers, and support staff.

The very nature of Cooperative Learning with its carefully crafted structures and formation of teams – means it is **inclusive**.

The teams are heterogeneous – they have mix of ability, gender, race, socio-economic, and character. Each team consists of a high/high medium/medium low/low ability child. There is no 'top-table' status. It is this heterogeneity that gives the structures their **power**, as a tool, for the teacher to include **all** the class and to maximise:

- Peer support, students value and respect each other
- Positive race relations
- Relationships between the sexes
- Effective class management
- Opportunities to practise social skills in context
- Opportunities for students to learn to clarify their thoughts and develop language
- Pupil engagement
- The reduction of discipline problems

AND most importantly, it gives the same learning opportunities to **ALL** students.

"Inclusion is changing the rules of the game so that everyone can play and everyone can win."

Richard Villa

Structures can help you to establish a classroom environment where everyone wants to be!

"Children who learn together, learn to live together."

The inclusive school should recognise and celebrate the richness of pupil diversity and develop appropriate responses to this.

"Cooperative Learning is fundamental to successfully educating a diversity of learners."

Inclusion works when teachers become learners.

'Too Risky?'

To be 'Inclusive' Teachers must be risk takers. They must be willing to risk the way they've always done things. They must be willing to look at the same situation in a different way and even to risk failure in order to grow, to look at obstacles as opportunities. They must be willing to look at different methods of delivery, ie. Cooperative Learning, different management systems, different room arrangements... Kagan Australia training allows your staff to 'risk' growth and explore collaboration in an environment of mutual support for the benefit of all students. (See 'Participants Say')



Kagan Australia can help by showing you and your staff a range of structures, with adaptations for the range of special need students, to use with children with:

- Varying cognitive abilities
- Developmental and learning disabilities
- Sensory impairments
- Different cultural, racial, linguistic, gender, and socioeconomic backgrounds.

Cooperative Learning Structures make learning more **fun** for **everyone**.

There are over 200 structures so the content and objectives of any lesson can be matched to the appropriate structure delivering success for all students.

Using the range of Cooperative Structures your classroom soon becomes a caring community in which each student feels known, accepted and appreciated. The student 'voice' is heard loud and clear avoiding disaffection, reducing exclusions. [\(see article My Kagan Cooperative Learning Journey\)](#)

Kagan Australia will also work with your Parents, Board of Directors and Superintendants, as equal partners in driving the Inclusion agenda.

"When we do the best that we can, we never know what miracle is wrought in our life, or in the life of another."

Helen Keller