What aspects of inclusive education are emphasized by teachers in Japan?

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Background

- Definition of inclusive education :

    Expanding process of including diversity of educational needs (Sanagi, 2011)

- Many teachers express their approval and positive attitude of inclusive education

However,

 Some teachers think "inclusive education" as

    when all pupils are in a mainstream school, then that is the inclusion,

    when pupils with handicap always study with their peer, then the inclusion come true, or

    denying any segregated setting in learning, then we could avoid exclusion etc.

Background

Then,

If all pupils are in a mainstream school, but they do not make suitable provision to meet pupils' educational needs.

If a pupil with disability study subjects always in a mainstream classroom, but their peers exclude them as 'guest.'

If education authority abolish special schools in their area, or close special classrooms and resource rooms at mainstream schools, but no schools can provide special educational provision.

Needless to say, these are not "inclusive education."

Background

Most of all teachers hear the word 'inclusive education' as a next key concept in primary and secondary education.

There are some question about inclusive education:

Do teachers have a correct understanding of inclusive education?

Can teachers explain the definition of inclusive education?

Do teachers have only superficial or ambiguous image of inclusive education, or not?

We should clarify teachers' attitudes towards the images of inclusive education.

That is the purpose of present study.

Method

participants

- 200 teachers (Japanese)
- who want to have special teacher license
- all of participants joined certification courses

Data collection

- Using questionnaire for conjoint analysis
- the questionnaire was consisted of 11 items
- each item consisted of combined 4 factors
- January to August 2012

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Method

Conjoint Analysis

- Factor 1 (Inclusivity image)

/ put a pupil into a mainstream

/ expanding environment includes a pupil

- Factor 2 (Group organization)

/ repudiation of separated learning opportunity

/ resource room system

/ homogeneous group setting

- Factor 3 (Group size)

/ individualized lesson

/ a small group

/ a large group

- Factor 4 (diversity image)

/ pupil with disability in a group

/ various attribution in a group

Combination of items
2 x 3 x 3 x 2 = 36

11 combinations were extracted for the questionnaire using orthogonal layout.

questionnaire

Appendix　questionnaire for conjoint analysis

•Please estimate your image of inclusive education as 1 to 5．We set some combination of items as below.

（1： this combination is far from my inclusive education image ～ 5：this combination is a just image of my inclusive education）

Result

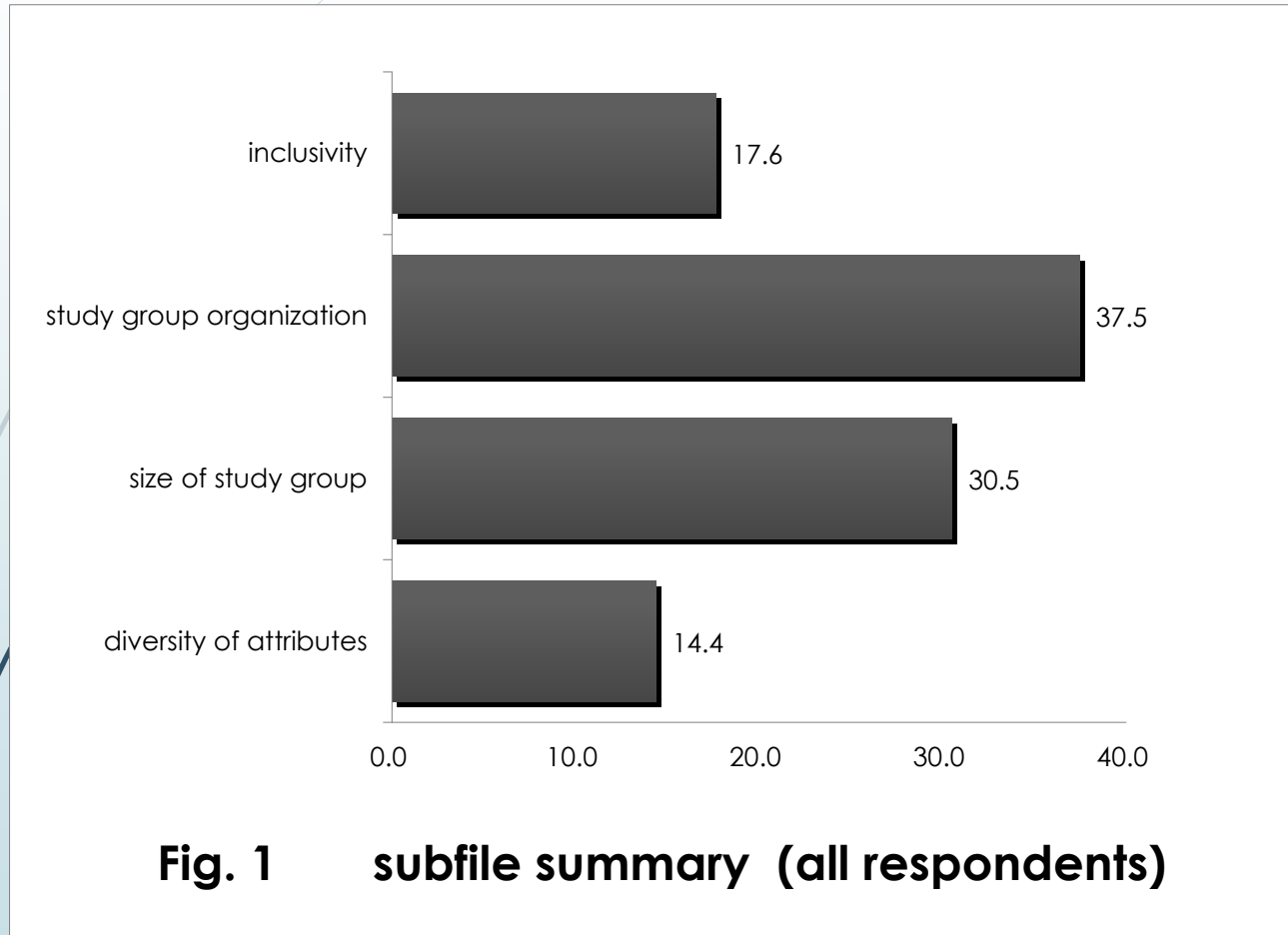**Fig. 1   subfile summary (all respondents)**

Image of Inclusive education has been defined mainly group organization factor and group size factor by teachers.

cf. Concept of inclusive education originally defined by diversity factor and inclusivity factor.
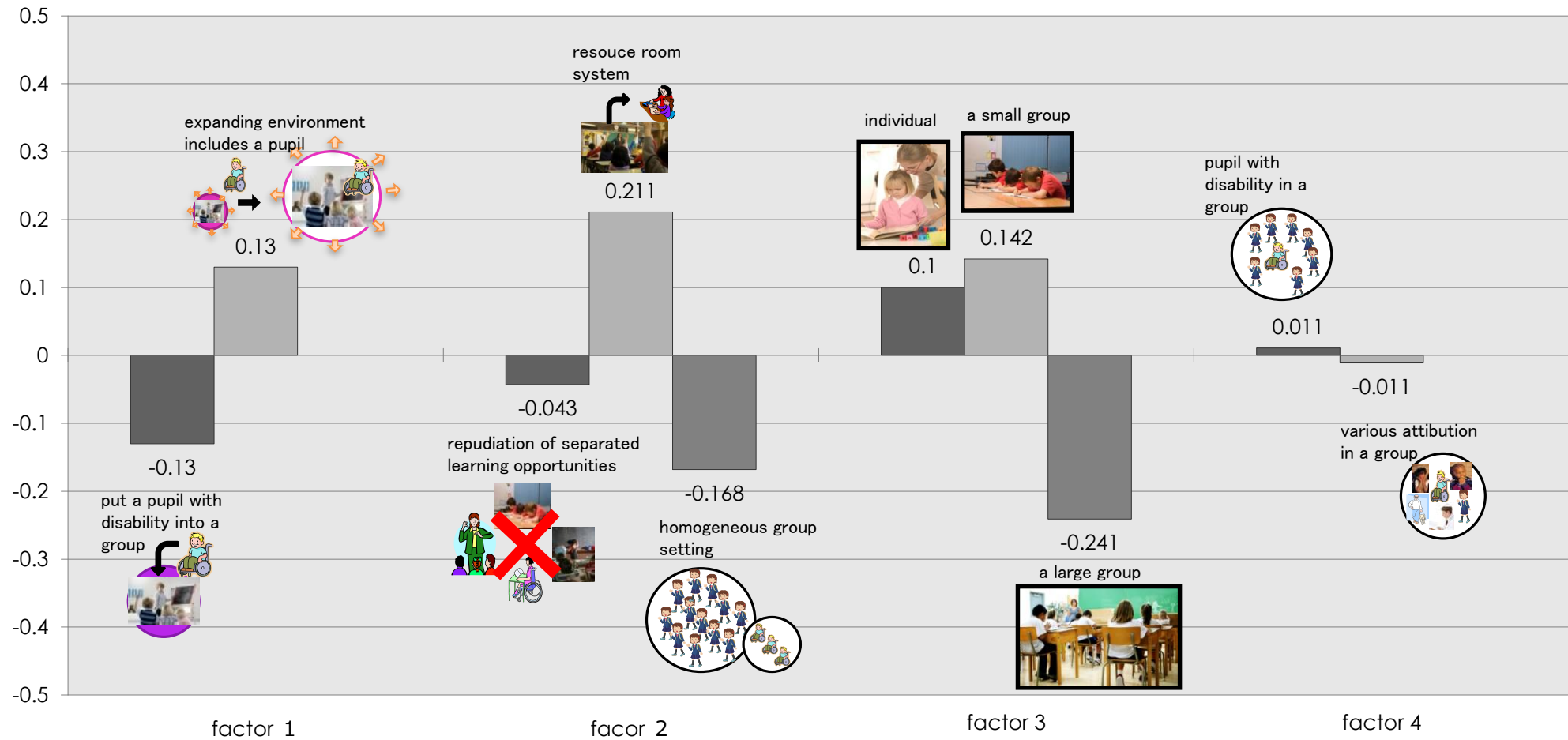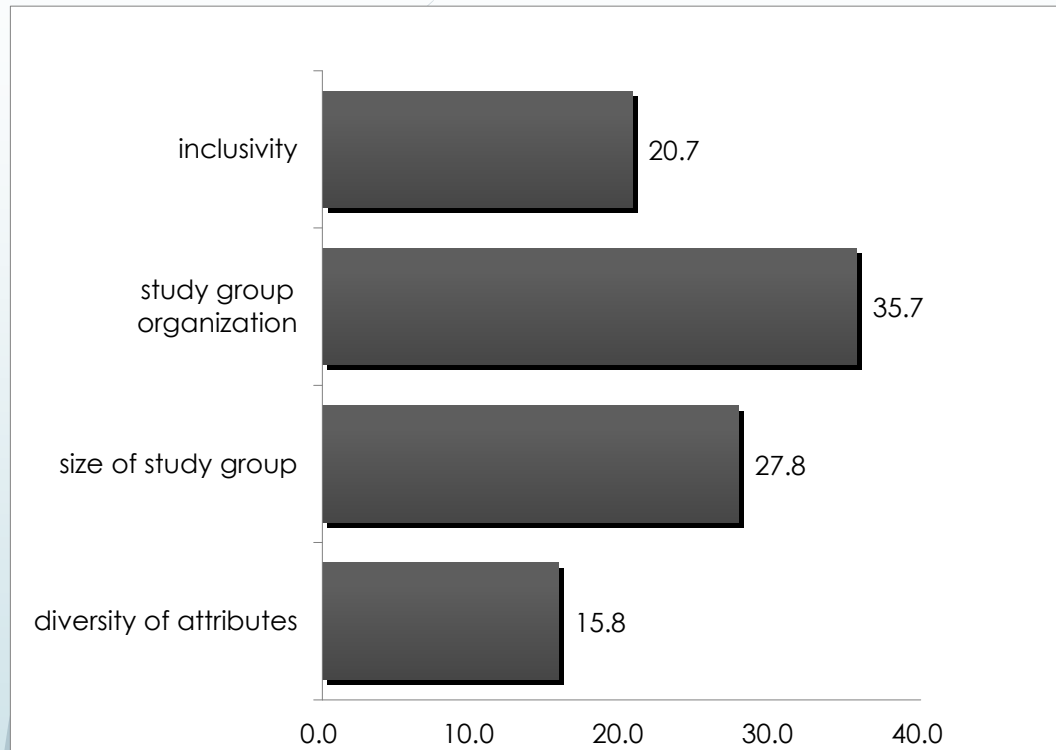
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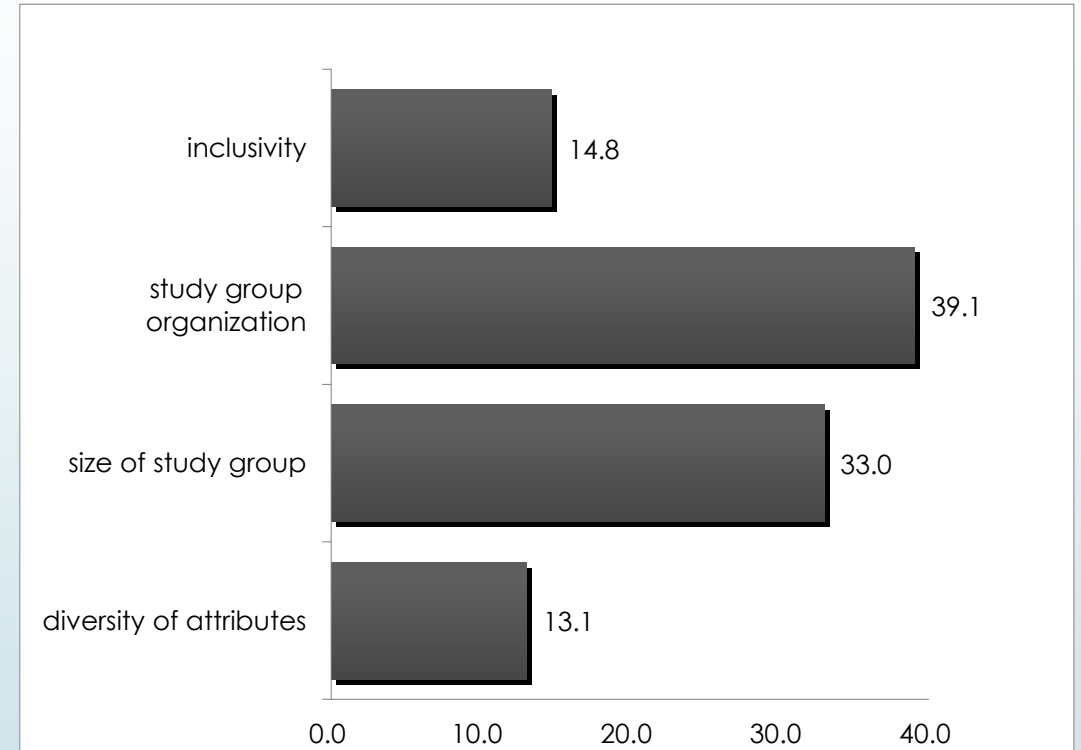# Result (Average Utility Score)

Fig. utility score (all respondents)

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Result

Fig. 2   subfile summary (cluster 1)

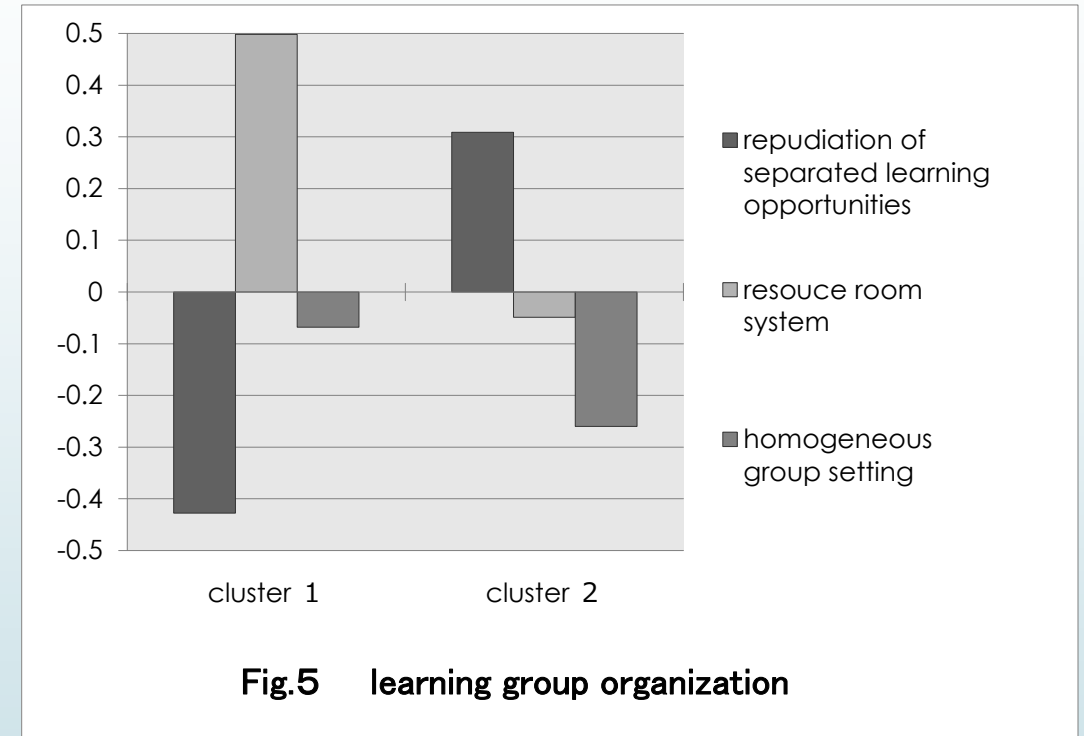

Fig. 3   subfile summary (cluster 2)

Result (comparison cluster 1 with cluster 2)

Fig.4   inclusivity
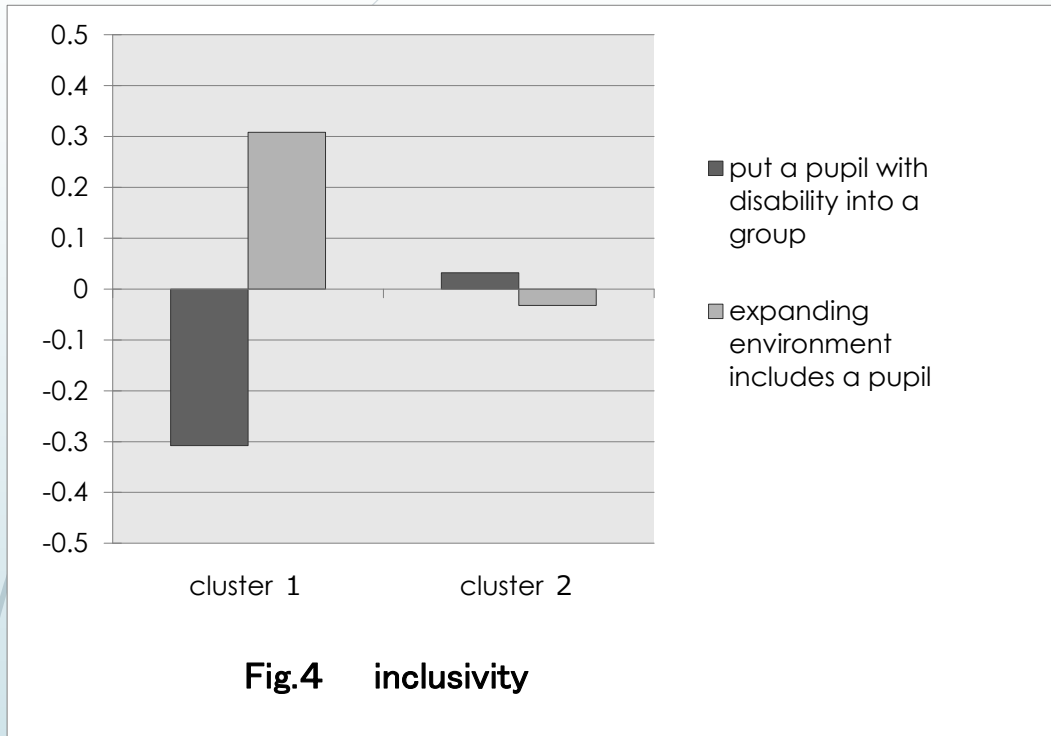
Teachers(cluster 1) consider expanding environment image as inclusion.

Fig.5   learning group organization

Teachers(cluster 1) consider resource room image as inclusion. Teachers(cluster 2) consider repudiation of separated learning opportunities as inclusion.

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Result (comparison cluster 1 with cluster 2)

Fig.6   size of learning group

Fig.7   diversity of attributes
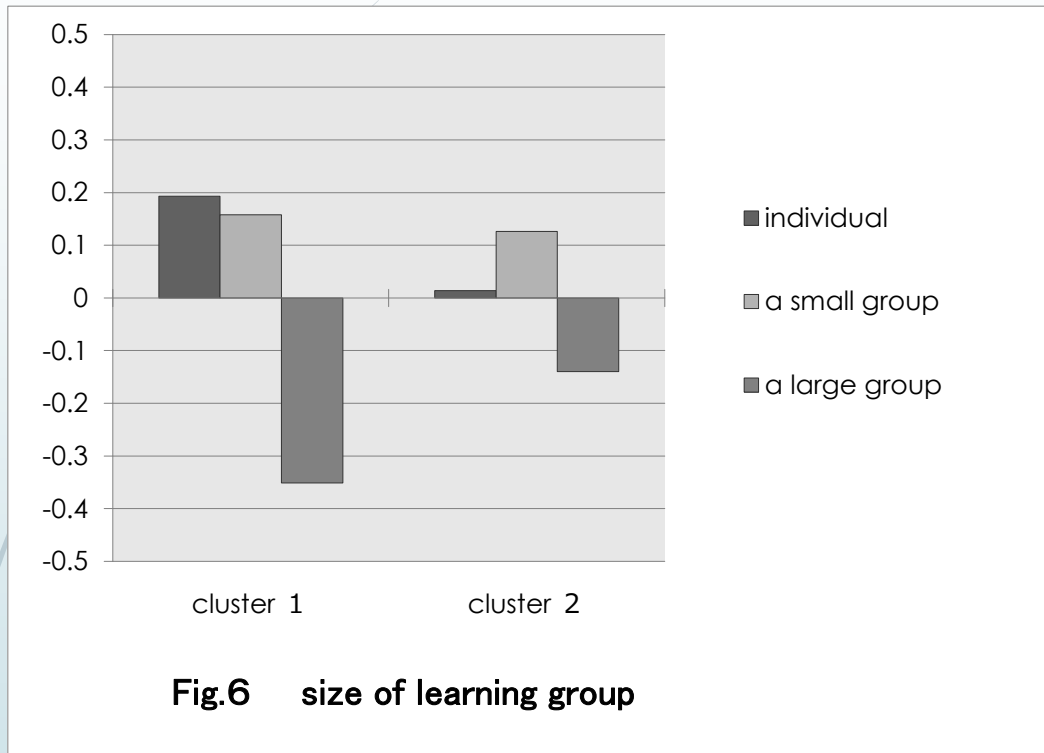
Teachers (cluster 1) strongly denied a large group as their image of inclusive education. Their image of inclusive education was derived from an individualized lesson.
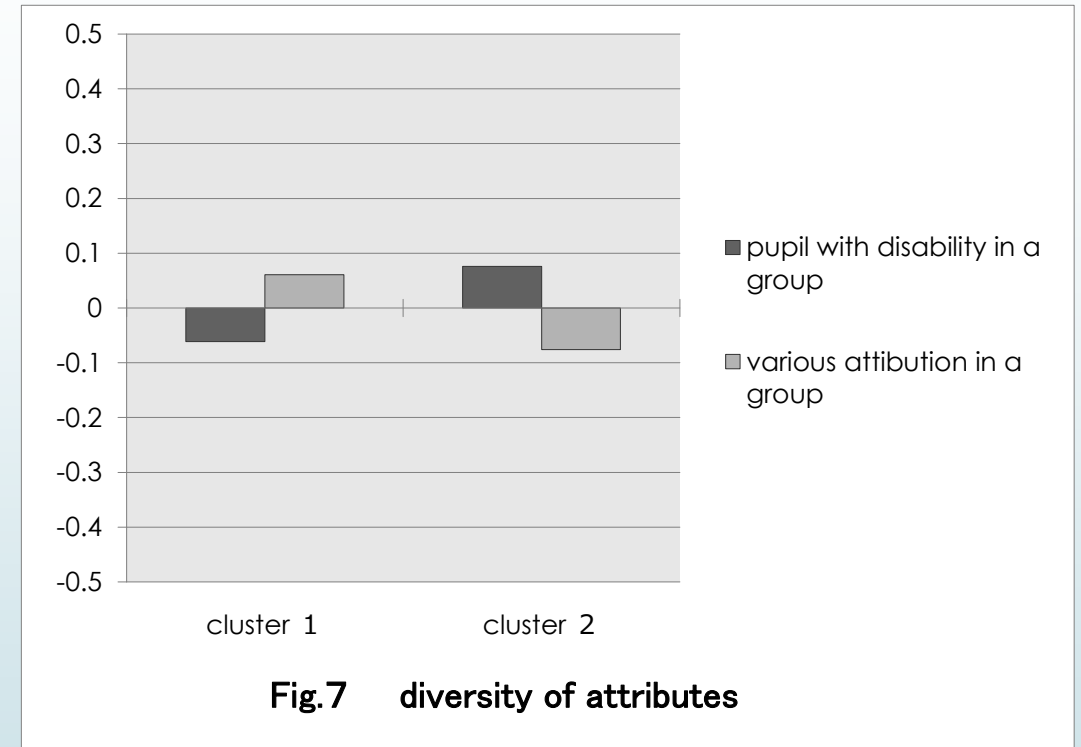
Teachers (cluster 1) imaged 'various attribution in a group' as inclusive education.

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Discussion

Cluster1

➡ More correct image of inclusive education

Cluster 2

➡ Misunderstanding image of inclusive education

Both groups of teachers have images of inclusive education derived from 'group organization image' and 'group size image.'

Results imply many teacher in Japan having images of inclusive education as being derived from style and size of study group.

Discussion

Cluster1

➡ More correct image of inclusive education

Cluster 2

➡ Misunderstanding image of inclusive education

Teachers who belong to cluster 2 expressed denying separated learning opportunities as inclusive education. Although inclusive education system has many kind of education settings, cluster 2 teachers misunderstood. But why?
There are some explanation about inclusive education that is totally equal environment in school system in Japan. However, it lead us to not 'inclusion' but 'assimilation.'

Discussion

- Relationship between Education Authorities(EA) and Clusters

Education Authority	C city	M EA	HK EA	T EA	HS EA	K EA
cluster 1	8	9	1 3	2 5	1 7	1 5
cluster 2	1 6	1 6	1 8	2 3	1 6	6
school ratio (foreign students)	72%	47%	48%	72%	62%	81%
cluster 1:2	0.50	0.56	0.72	1.09	1.06	2.50

school ratio / cluster ratio
= 0.67

- There are high relation between school ratio (which has foreign pupils) and cluster ratio.

    (r = 0.67)

- Education authorities which has many foreign pupils belong to cluster 1.

- This result suggested that more correct image of inclusive education is related to experiences of having foreign pupils at schools. In other words, the experiences having foreign pupils make teachers realize the true image of and understanding inclusive education.