

Inclusive Education: Romantic, Subversive, or Realistic?

Citation:

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- The author asserts that education is a complex and contentious context that is influenced by political beliefs and values that prioritize the allocation of material, monetary, and human resources; collective interest highlights policies, programs, and systems that limit equality and equitability by limiting opportunities through discriminatory practices (i.e., redlining).
- The author affirms that the challenge in implementing an inclusive environment is the relationships between the multiple ideologies, theories, policies, and systems that are influenced by the societal and economic domains; educators are the stewards of knowledge and have the duty to perpetuate the continued growth for humanity, allowing to develop a lens that bridges the gap between education and society.
- The author believes that attempts to change the existing education system in the United States will merge control, politics, and power, highlighting the discriminations experienced by members of marginalized communities; conceptualizing, designing, and implementing an inclusive educational experience involves two activities, the increase of the attendance of learners within the diversity of cohort and mainstream curricula alignment and the decrease of exclusionary practices.
- The author avows that pupils experienced ‘othering’ (i.e., discrimination) practices in the late-twentieth-century due to the rigidity of the criteria of normality influenced by the societal norm, and school districts widely practiced and implemented exclusionary decisions.
- The author insists that the division between general (or 'normal') education and ‘special’ education must be challenged due to the exclusion that occurs that perpetuates the culture of a separate school system within a school system.
- The author holds that an inclusive experience embraces diversity and empowers all members from multiple communities, a vision that fosters an educational experience that removes all forms of social oppression.
- The author asserts that embracing the limitations of assimilation (i.e., multicultural education) and perpetuates the current education atmosphere unchanged, limiting the perpetuation and growth of humanity.
- The author affirms that an inclusive educational methodology adopts the human rights approach to societal interactions and conditions, attempting to address the societal issue of educating all students.

- The author maintains that the conceptualization, design, and implementation of policies, programs, and systems need to involve staff, community members, and other stakeholders to all for multiple perspectives and develop an inclusive educational experience for all students; the division between general and ‘special’ education perpetuates ‘othering,’ stereotyping, unawareness, and a lack of empathy toward students that need support to experience an equitable education.
- The author asserts that the division between general and ‘special’ education results in limited capability in the public school and classroom, highlighting the necessity to critically analyze policies and procedures that perpetuate a system that demonstrates inequalities, inequities, and injustices.
- The author affirms that education is a complex societal component that influences societal growth and is the significant agent in the perpetuation and growth of societal citizenship, ideologies, beliefs, and values.
- The author highlights ‘othering’ through the continued support of school choice, developing a system where a utopian educational experience is limited to participants that exhibit desirable character traits (i.e., ‘gifted’ or ‘motivated’), and exclude individuals that demonstrate weakness that needs support (i.e., social or emotional trauma).
- The author avows that the competitive culture and the lack of resources produce an atmosphere that creates barriers for the low socioeconomic community, the working class, and other marginalized groups.
- The author believes that the relationship between education and inequality is due to socioeconomic status; an individual’s cultural deficits perpetuated by the family are considered born facilities; three processes occur in education enhancement, inclusion, and participation.
- The author accepts that privatizing education would create little desire to develop effective, efficient, and relevant standards, constructing a hierarchy of educational opportunities that perpetuate barriers based on discrimination and injustices; these barriers will foster divisions fueled by ignorance, suspicion, and fear between communities.
- The author affirms that the ultimate concern about improving education for all is to learn from the inequalities and inequities of the past; increasing awareness and understanding of cultural inequalities is a means to develop an inclusive education ideology.