



Inclusive education

Rarely are teacher associations a topic of investigation in inclusive education research, and yet they play a critical role in its implementation and efficacy.

A study was conducted by members of the CDPA Education Team that explored the extent to which leaders of Canadian teacher associations were aware of inclusive education policy. Although every jurisdiction in Canada (federal and provincial) has legislation ensuring equal access to inclusive education for disabled students, this study showed that teacher associations have a complex response to the issue. Teacher association leaders reported that while teachers are well aware of inclusive education policy and generally endorsed it, the practice of inclusive education is contingent upon adequate resourcing. The relationship of awareness-endorsement-resources is key to ensuring that inclusive education happens in individual educational settings.

For more information, [click here](#).