

Shared Vision & Communication

There is widespread support of the Inclusive Education Policy principles. The policy was seen as necessary, important and of value. Many school leaders and staff were looking for more specific direction about how to implement the Policy.

New & Changing Roles

The newly created education positions were viewed positively. The valuable role played by CYCPs in particular was mentioned many times. In some regions, work was being done to clearly identify their roles and responsibilities.

Findings

Collaborative Professionalism

Arrangements for collaboration among teachers and other staff in the classroom were well-developed in some areas, and in their early stages in others.

Emphasis on Student Well-Being

There was a very strong focus on student well-being. This emerged as a clear priority. Well-being was often described separately from student achievement, and connections were not always obvious.

Focus of Policy

Initial perceptions of the policy focused on student services rather than the broader aspects of inclusive education including students living in poverty, Mi'kmaw, African Nova Scotian, and LGBTQ+ students

Recommendations



Collaborate & Network

Support and promote collaborative professionalism and networking within the education system.



Inclusive Lead Team

Create a diverse and inclusive team to lead and oversee the implementation of the Policy.



Invite Student Feedback

Collaborate *with* students and not only *for* students.



Make It Public

Make evaluation feedback and reports public along with EECD response.



Theory of Change

Co-develop a clear theory of change. What are our shared goals? What will get us there? How will we know?



COVID-19

Use the Inclusive Education Policy to guide the province's education response to COVID-19.