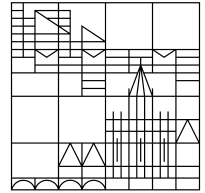


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# **An introduction to early childhood inclusion in China: from policies to practices**

**Dr. Run Tan**

**Binational School of Education**

**29.01.2020**

# Agenda

1. Early childhood inclusion in the international context




2. Early childhood inclusion in China: policies



3. Early childhood inclusion in China: challenges



4. Early childhood inclusion in China: how the practice looks like



5. Discussions

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# Early childhood inclusion in the international context

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IE emphasizes that each child to be an equally valued member of the preschool culture involving presence, participation, acceptance and achievement.

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Early care and education programs worldwide share the value that children with disabilities should participate in natural environments alongside their peers without disabilities

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Social engagement, friendships;  
increased quality for the preschools,

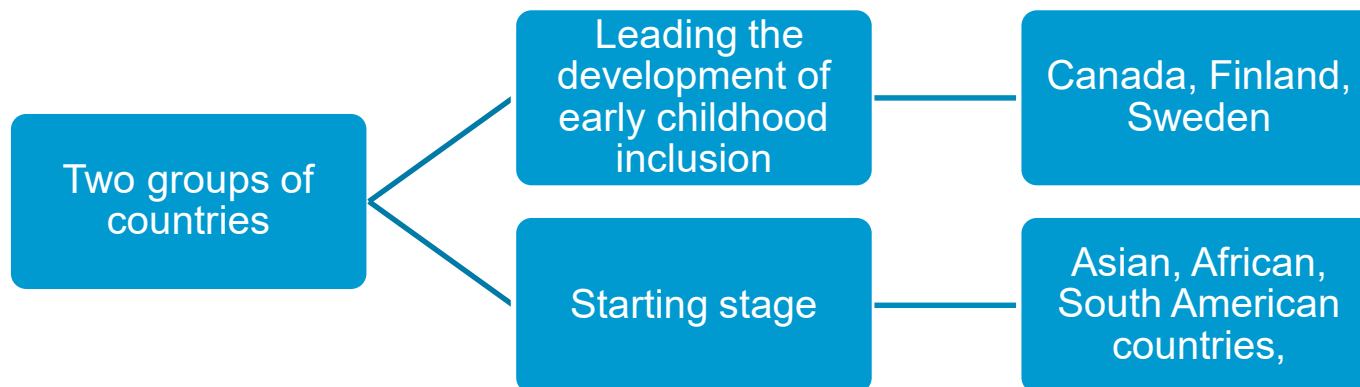
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Eldar, Talmor, & Wolf-Zukerman, 2010; Humphrey, 2008).

Guralnick & Bruder, 2016; Dessemontet, Bless, & Morin, 2012; Odom, Teferra, & Kaul, 2004).

# Early childhood inclusion in the international context

**Each country's specific sociopolitical context, cultural attitudes, and belief systems about disability, which leads to very different developmental stages of inclusive education in the international context.**



Kozleski et al. (2011) and Peters (2003;Meijer, 2003; Pijl, Meijer & Hegarty, 1997; Forlin, 2010; Ajodhia-Andrews & Frankel, 2010).

**As its international political and economic power increases, Chinese government joined the worldwide endeavor to improve the implementation of inclusion on the preschool level, aiming at improving the quality of current inclusive services by granting more children with disabilities equal educational opportunities for quality ECE (early childhood education) programs (Hu & Szente, 2010; Gargiulo & Piao,1995; Hu & Roberts, 2011).**

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1. Early childhood inclusion in the international context




2. Early childhood inclusion in China: its development



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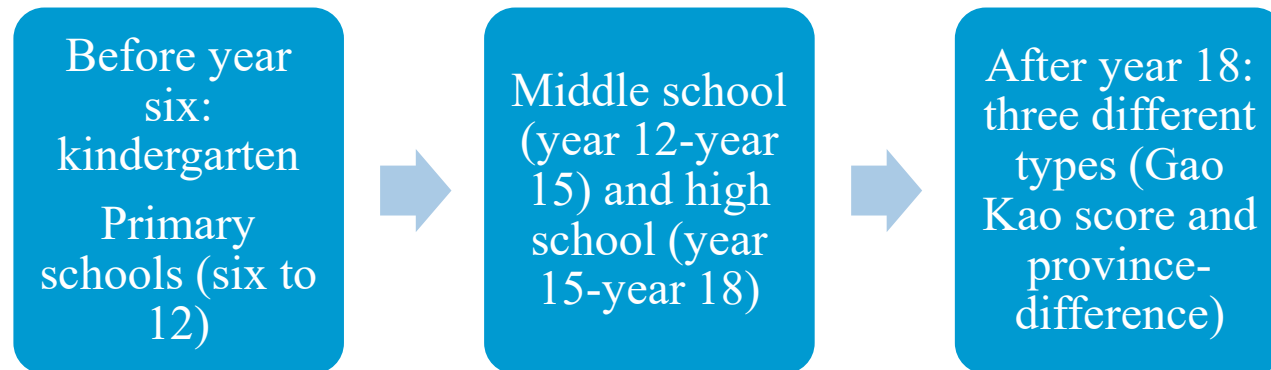
4. Early childhood inclusion in China: how the practice looks like



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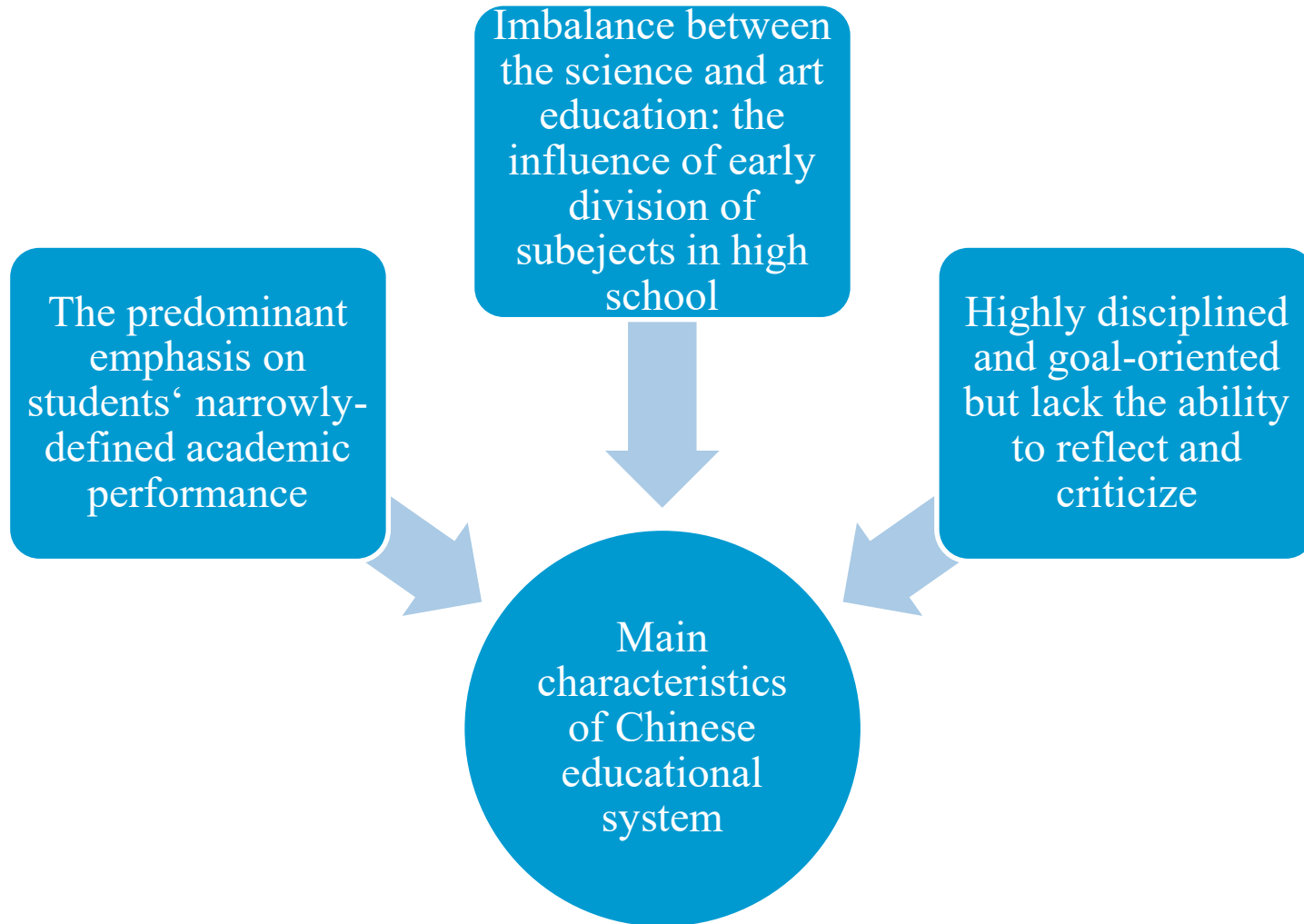
# 1.1 The basic educational system

<https://www.youtube.com/watch?v=475eHdl0js0>





# 1.1 The basic educational system



## 1.2 Early childhood inclusion in China: policies

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Key polices and legislations

‘Reform and Open Door Policy’ (1987)

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1) ‘The People’s Republic of China on Protection of Disabled Persons Act’ (1990)

---acknowledged the needs for early intervention and early special education service

2) ‘The Educational Guidelines for People with Disabilities’ (1994)

--national endeavor to establish quality kindergarten programs and offer services to young children with disabilities.

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‘Nine-year Compulsory Education Law’

--First officially addresses the educational needs of children (0-6) with SEN

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## 1.2 Early childhood inclusion in China: policies

A close examination on the laws and guidelines reveals that there is a lack in:



## 1.2 Early childhood inclusion in China: current development

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### “Learning in Regular Classrooms” (‘suiban jiudu’):

In the end of 1970s, first developed in rural areas: as a solution to resolve ‘no special school’ situation

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In the 1980s, a number of experimental projects in rural areas under the support of government and NGOs

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In the 1990s, implemented in urban preschools

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<sup>1</sup>  
In the 21st century, only children with the following disabilities have the access: hearing, seeing, intellectual disabilities

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In the 21st century, most regular early childhood education facilities not familiar with inclusion, nor considering providing this type of service

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A survey conducted in Hebei province revealed that none of the regular kindergartens had enrolled any children with disabilities

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# Agenda

1. Early childhood inclusion in the international context

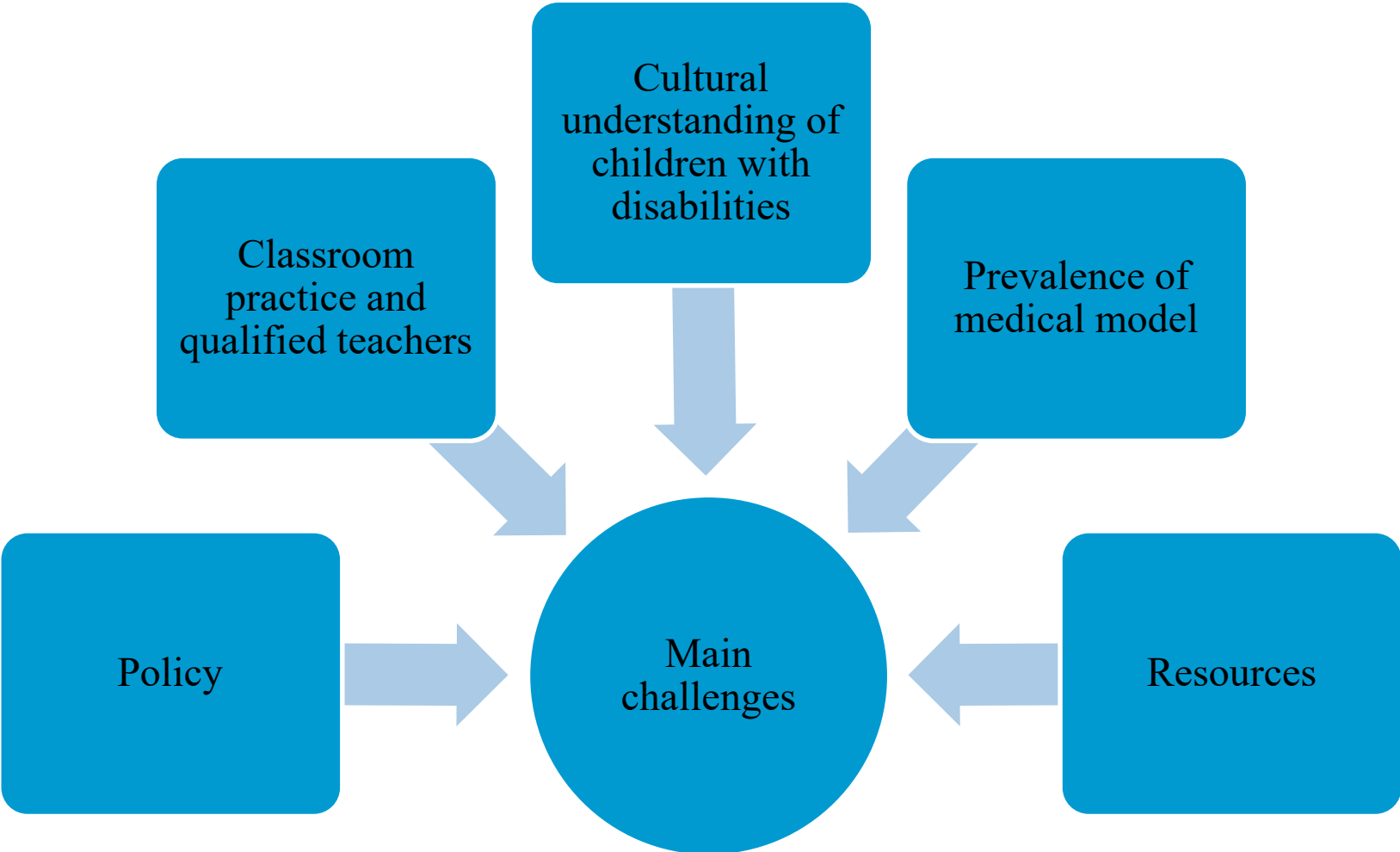
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3. Early childhood inclusion in China: challenges

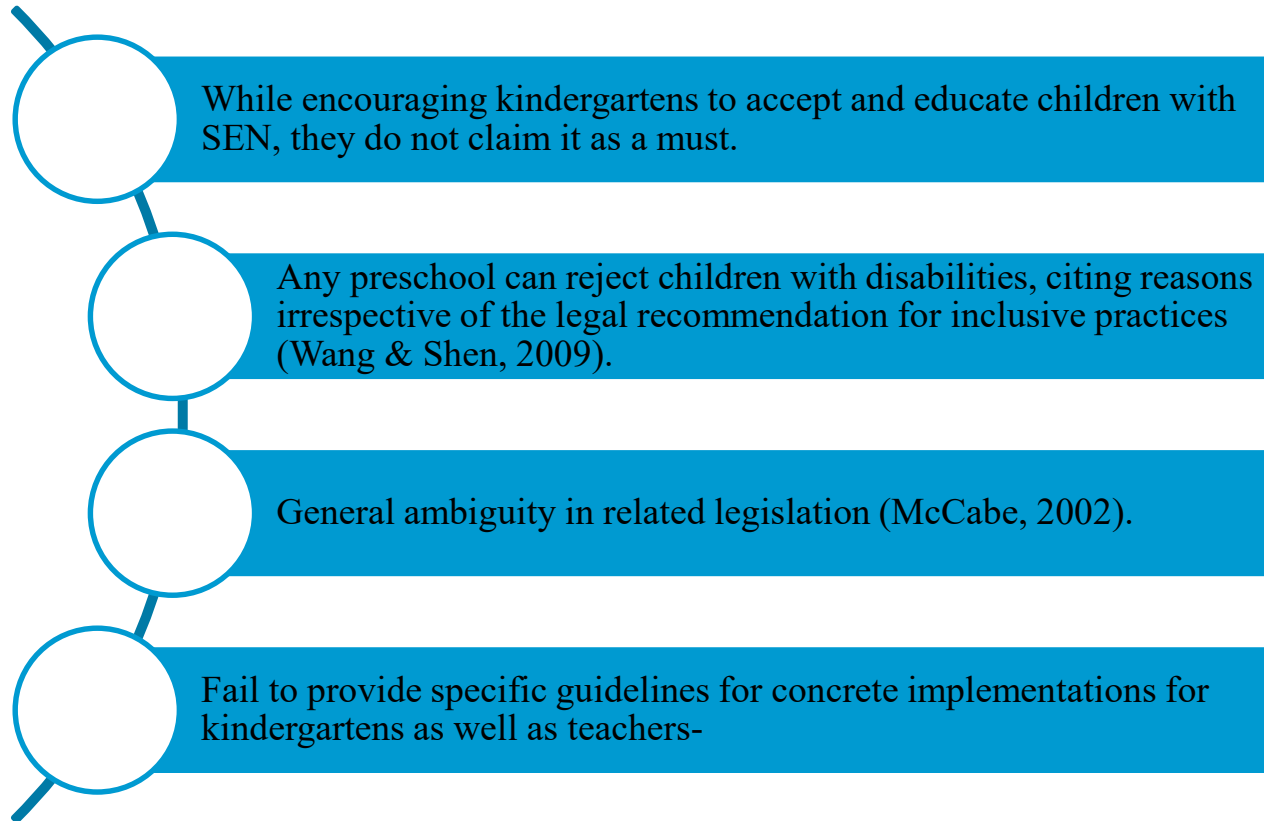
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5. Discussions

# 3.1 The five main challenges

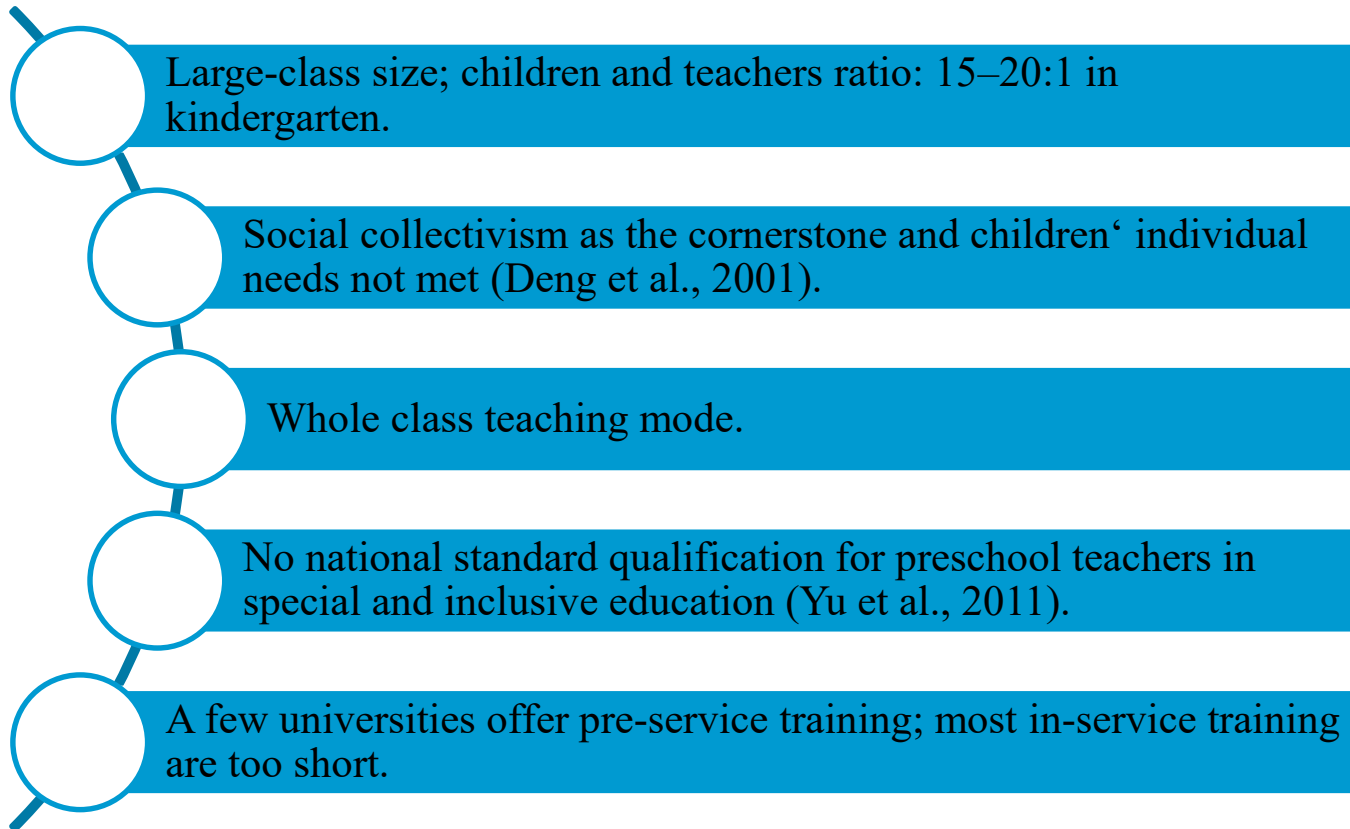


## ---Policy



National Education Committee of the People's Republic of China 1994

# ---Classroom practice and qualified teachers





# ---Cultural understanding of children with disabilities

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Confucius' philosophy: accepts one's social role in a hierarchical society (Deng et al. 2001).

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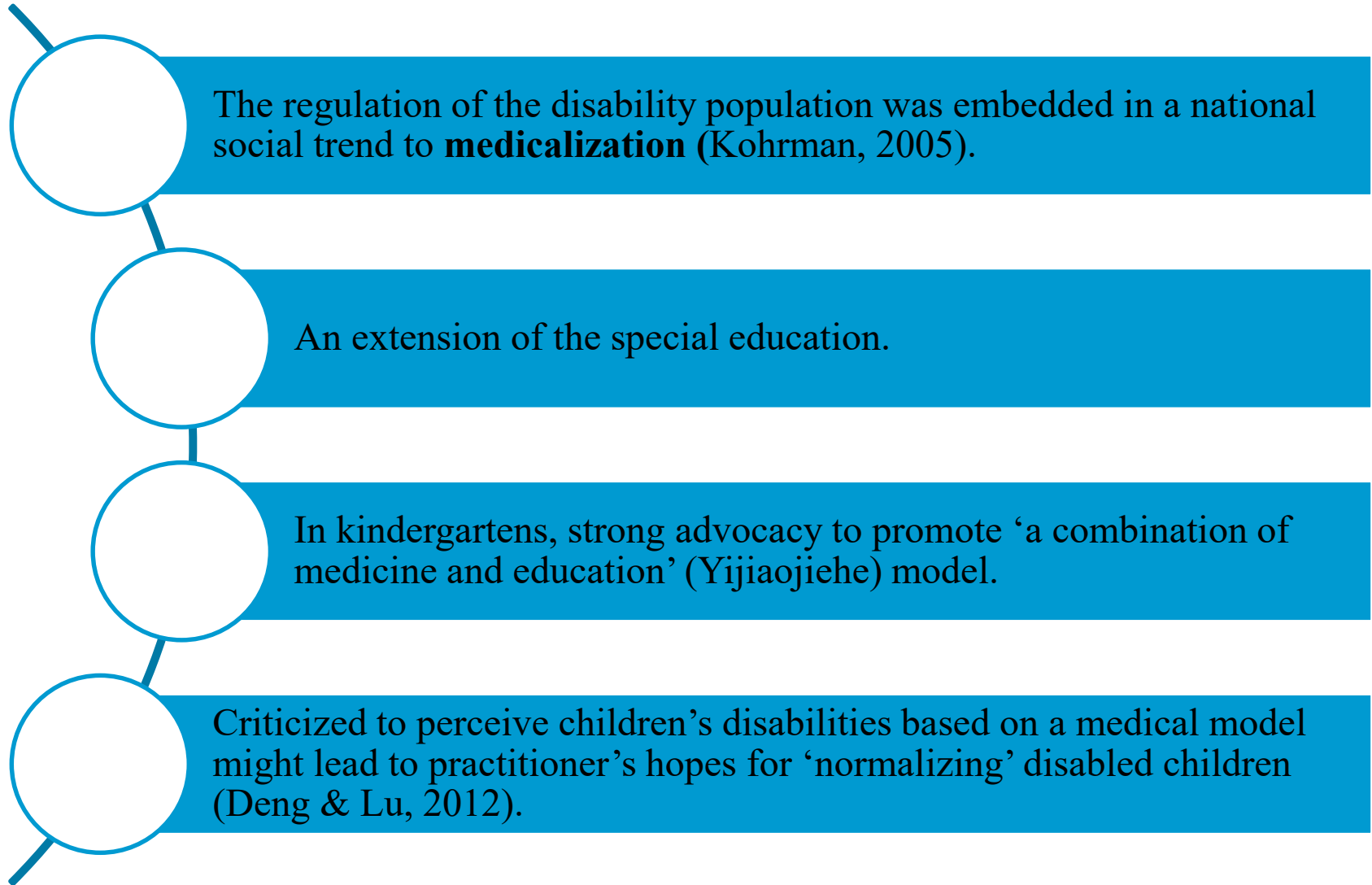
A sympathetic social attitude towards children with a disability (Deng & Poon-McBrayer, 2004; Yu, Su & Liu, 2011)

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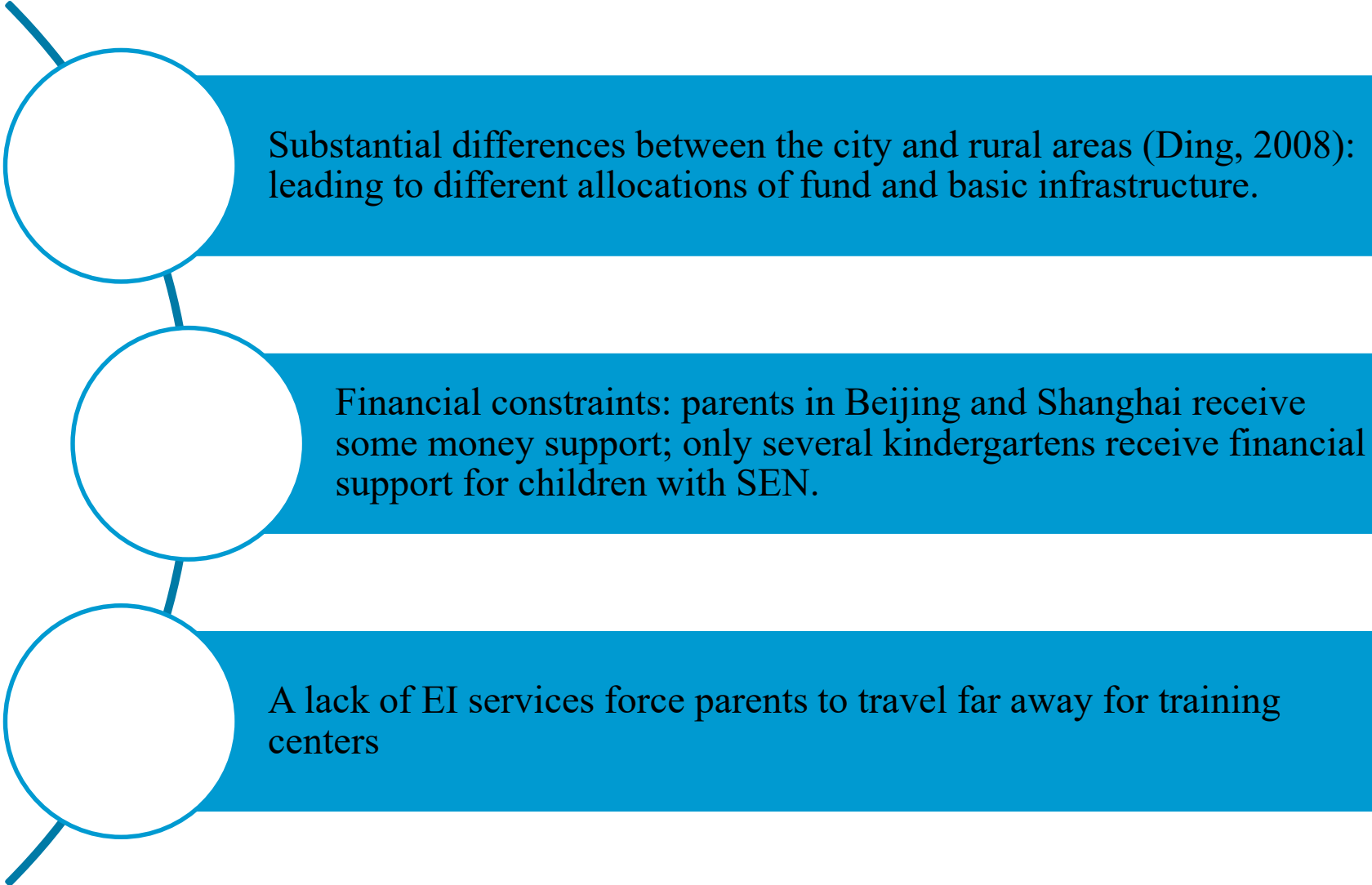
Kindergarten context: moral education

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### ---Prevalence of medical model



## ---Resources



Substantial differences between the city and rural areas (Ding, 2008): leading to different allocations of fund and basic infrastructure.

Financial constraints: parents in Beijing and Shanghai receive some money support; only several kindergartens receive financial support for children with SEN.

A lack of EI services force parents to travel far away for training centers

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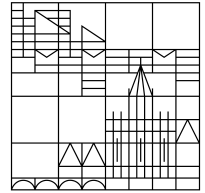


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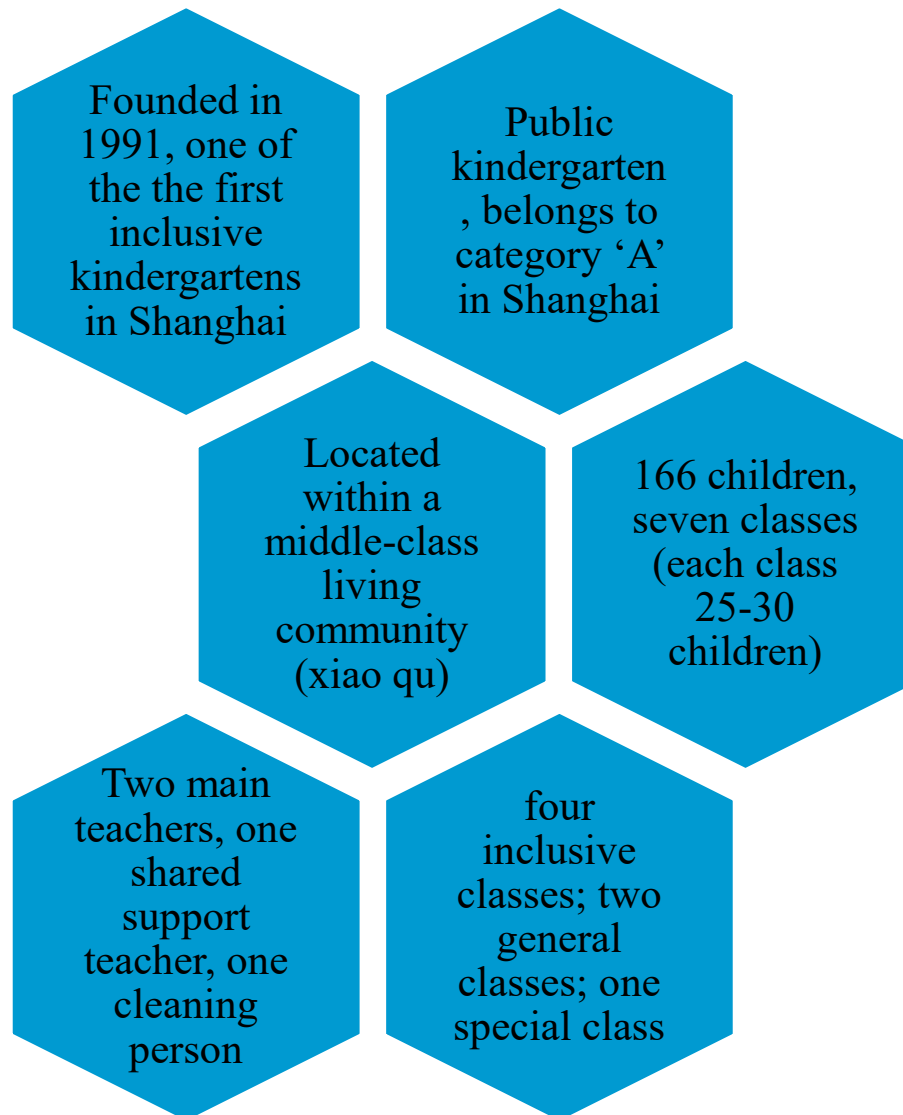
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*Dissertation project*

**Promoting peer interactions in Chinese inclusive preschool classrooms:  
Strategies teachers apply for children with Special Educational Needs**

## 4.1 The researched kindergarten



## 4.2 Research questions

1) What are the concrete strategies teachers apply in promoting peer interactions in the Chinese inclusive preschool?

2) To what extent are strategies identified from the interview (their beliefs) consistent with the strategies identified from the observation data (their practice)?

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## 4.3 Results

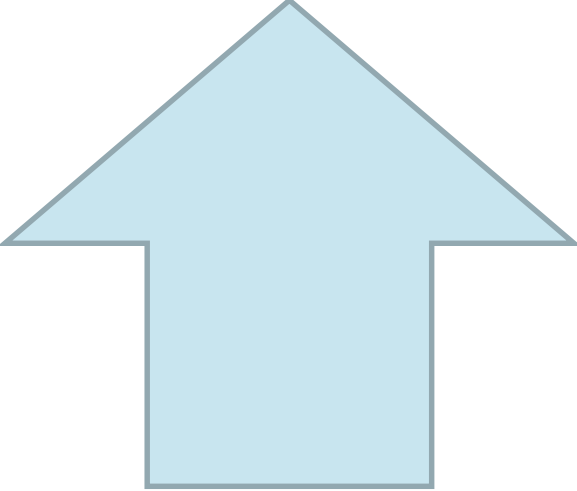
**In total, five levels of strategies are identified: on the teamwork level, on the classroom environment level, on the curriculum design level, on the activity design level, on the individual children with SEN level.**

## 4.3 Results

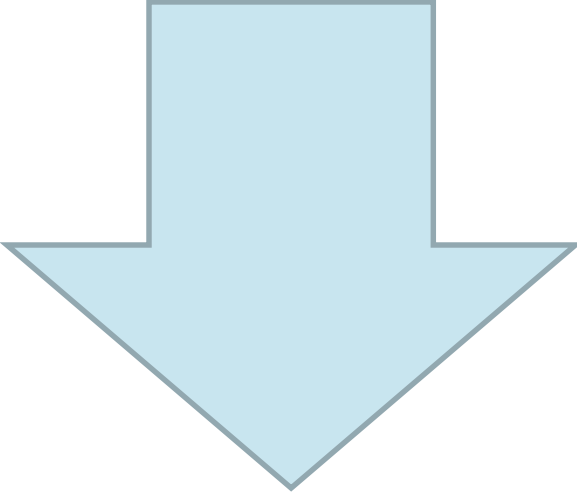
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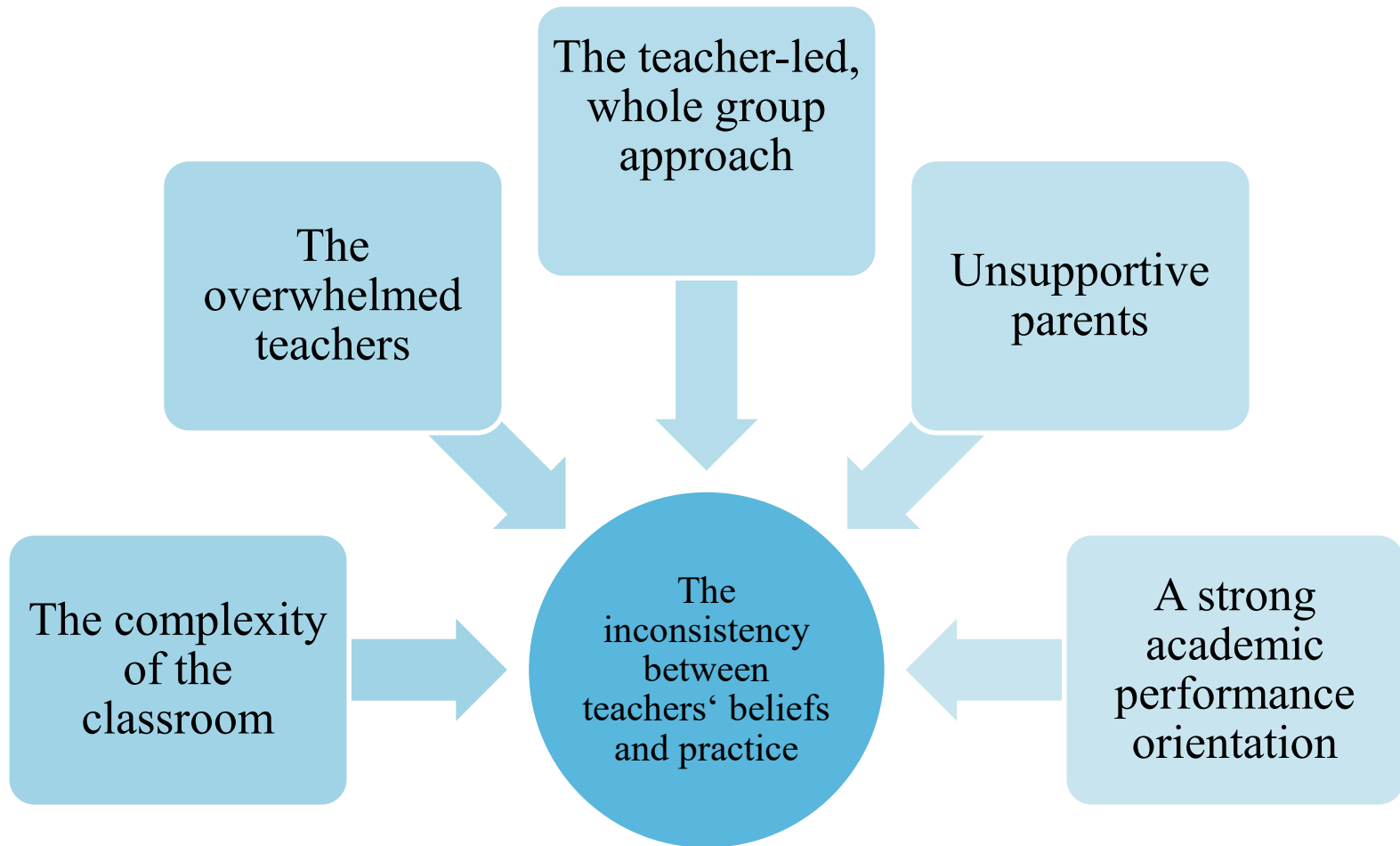
<b>Level of strategy</b>	<b>Strategies that show high consistency</b>	<b>Strategies that show some consistency and some inconsistency</b>	<b>Strategies that show high inconsistency</b>
<b>1: Team work</b>	– Cooperation with colleague		–Cooperations with BYYs –Cooperations with shadow teacher
<b>2: Classroom environment</b>		–Physical environment	–Social and emotional environment
<b>3: Curriculum design</b>	–Character education –Deal with conflicts involving children with SEN		–How to deal with conflicts from the whole class –How to deal with children’s negative emotions
<b>4: Activity design</b>		–Different new activities being created –How to select and engage actively little teachers as peer support	–Certain format of activities –The involvement of parents’ participation
<b>5: Focusing on individuals with SEN</b>	–Teachers apply certain strategies to promote peer interactions focusing on children with SEN	–How to select and engage actively little teachers as peer support	–How to treat children with SEN like other children –The relationship between little teachers and children with SEN



*Interview: 'We have this inclusion activity, which includes not only social interactions with their peers but also with younger kids; what's more, they will also learn how to socially interact with older children'; the children are allowed to play in different classrooms and they can always flexibly choose the place they want to play and so there are more chances for them to socially interact with others. They also learn how to do this in a very natural environment.'*



*Observation notes: 'During the mixed-age group activities, many children with SEN were observed to be accompanied by an adult (the intern teacher; the shadow teacher; the special educator, or the BYY), they were seldom seen being accompanied with their peers.'*



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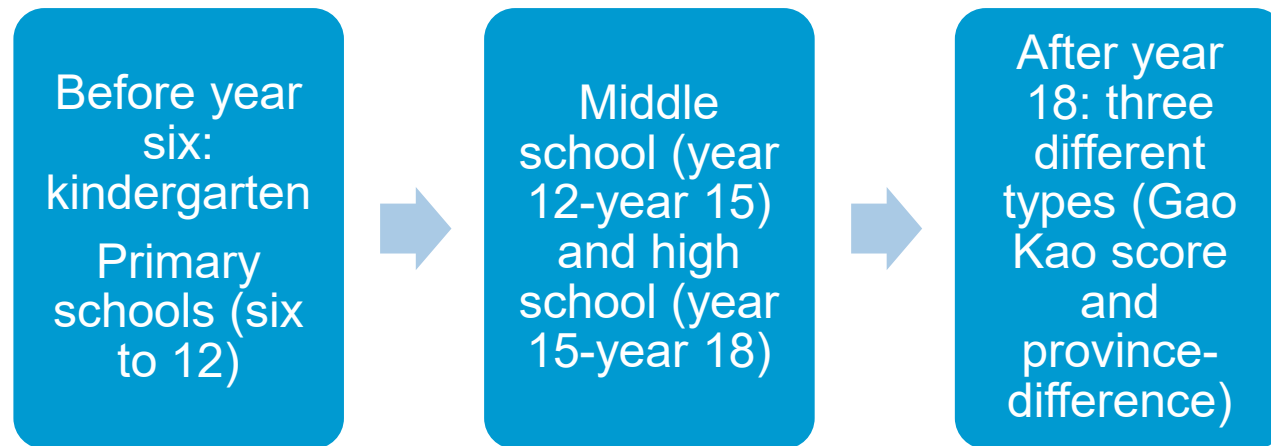
5. Discussions

## **Discussions:**

- **How chinese school systems differ from German school systems?**
  
- **Whether similar (or different) challenges are perceived in Germany to implement inclusion on the preschool level?**

# 1.1 The basic educational system

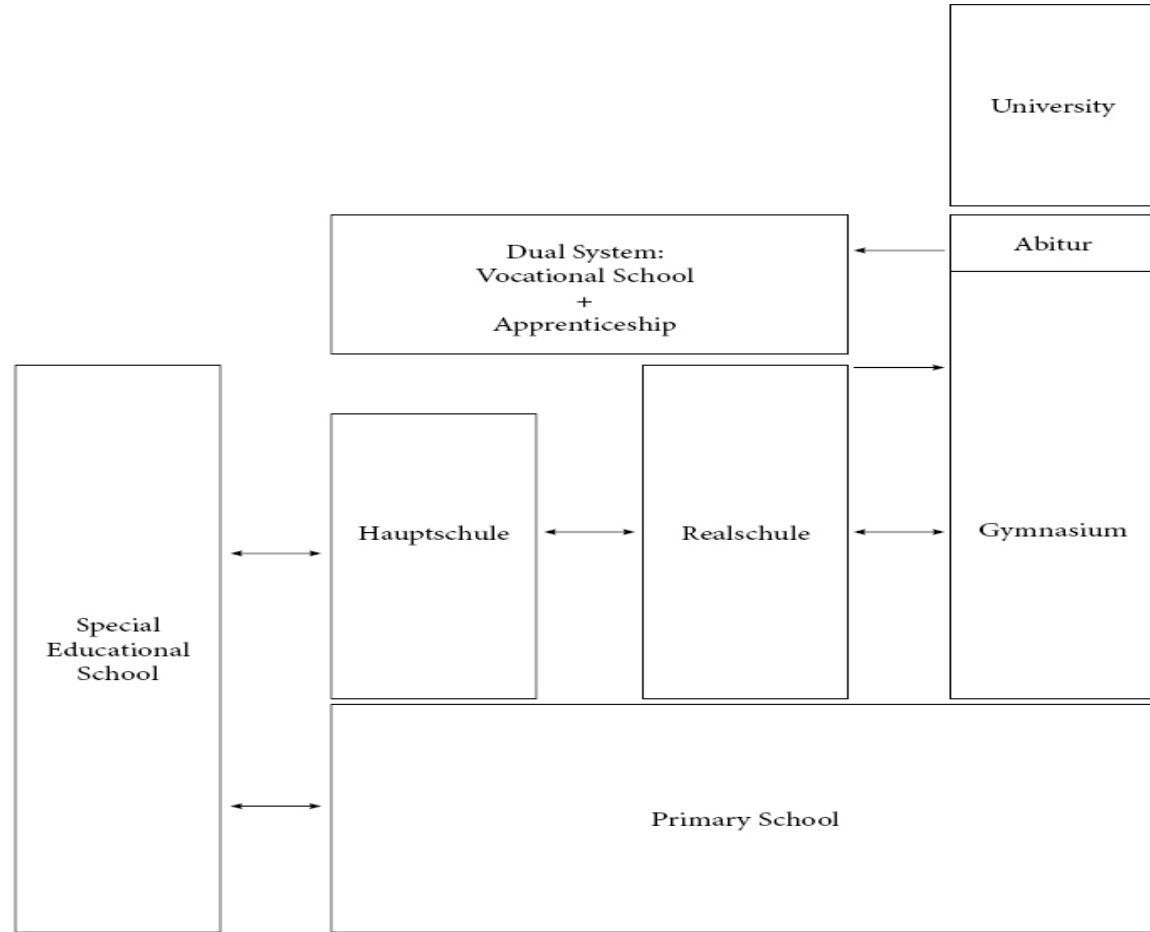
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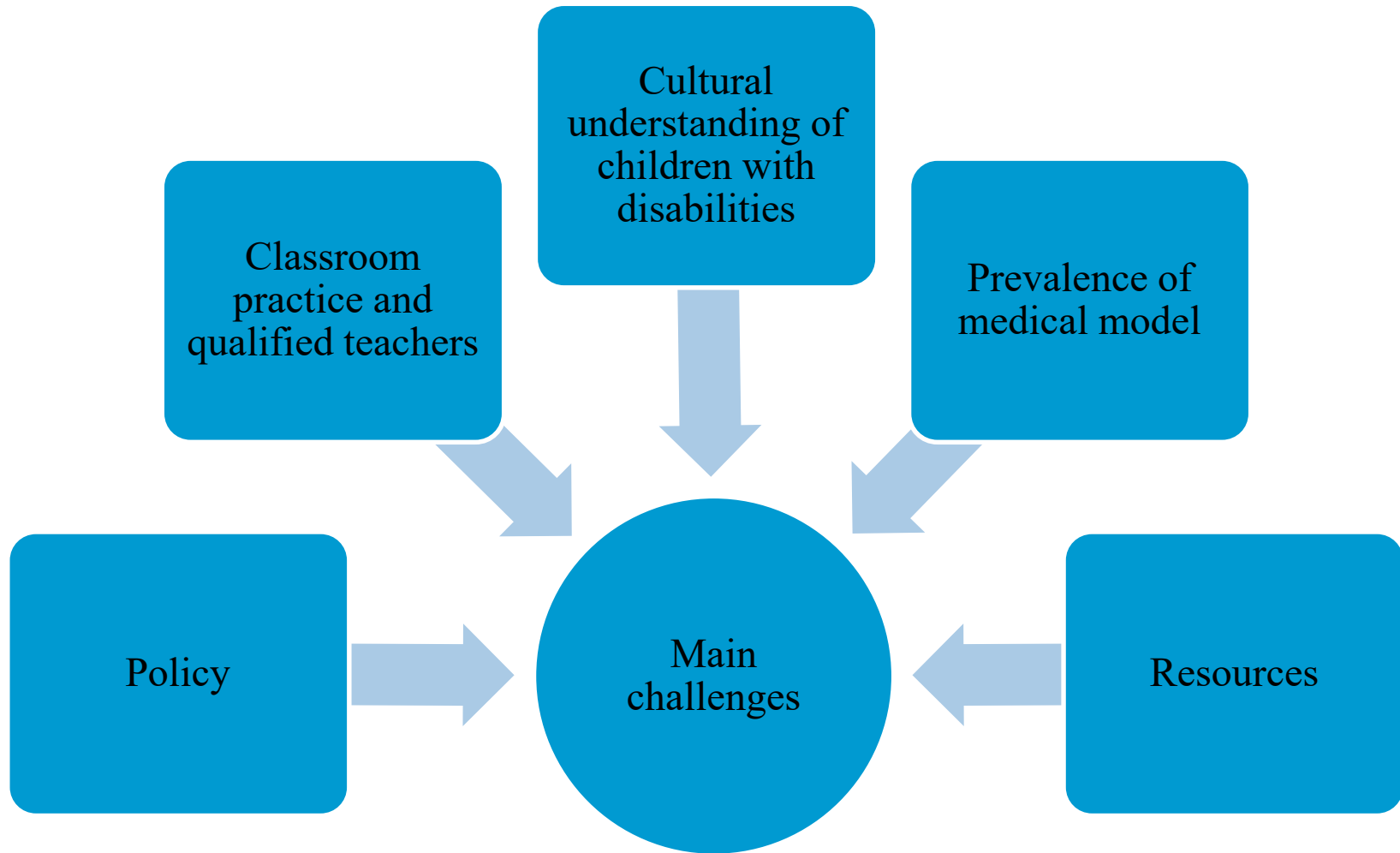


# The German school system

Age	Grade
21	
20	
19	
18	13
17	12
16	11
15	10
14	9
13	8
12	7
11	6
10	5
9	4
8	3
7	2
6	1



## 3.1 The five main challenges



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