

Contents

| | | |
|----------|--|----|
| 1 | What Is Inclusive Education and Why All the Fuss? | 1 |
| 1.1 | Three Housekeeping Matters to Guide Our Readers | 1 |
| 1.1.1 | Considering Disability and Disablement | 1 |
| 1.1.2 | Contingency | 2 |
| 1.1.3 | Definition & Diction | 2 |
| 1.2 | A Legacy of Exclusion | 3 |
| 1.3 | So, What Is Inclusive Education? | 8 |
| 1.4 | And, Where Did Inclusive Education Come From? | 10 |
| 1.5 | So, What’s All the Fuss About Disability and Education? | 13 |
| 1.6 | Grotesque Cages or Ethical Sanctuaries? | 15 |
| 1.7 | So Now Let’s Explore Ethics in More Detail | 16 |
| | References | 17 |
| 2 | Weighting the Consequences and Following the Rules | 21 |
| 2.1 | So, What Is Consequentialism? | 21 |
| 2.2 | Consequentialism and the Self-Contained Classroom | 22 |
| 2.2.1 | The Mathematics of Utilitarianism | 23 |
| 2.3 | Why Might This Have Been Seen as a Positive Move in Ethical Theory? | 26 |
| 2.3.1 | The Greatest Good for the Greatest Number? – Gonski | 26 |
| 2.3.2 | The Philosophical Strengths of Utilitarianism | 27 |
| 2.4 | Some Problems | 29 |
| 2.4.1 | The Danger of ‘Majority Rule’ | 29 |
| 2.4.2 | Williams and the Issue of ‘Integrity’ | 31 |
| 2.4.3 | Objective Calculation | 32 |
| 2.5 | How About a More Sophisticated Version of Utilitarianism? | 33 |
| 2.5.1 | Disability and Bullying | 33 |
| 2.5.2 | Re-assessing the Single Scale of Pleasure/Pain | 34 |
| 2.5.3 | Introducing a More Nuanced Version of Liberty | 35 |
| 2.5.4 | Act vs. Rule Utilitarianism | 36 |
| 2.5.5 | Rule Utilitarianism – More of the Same? | 37 |

| | | |
|----------|---|-----------|
| 2.6 | Deontological Ethics: Rules Not Outcomes | 39 |
| 2.7 | Kantian Ethics | 40 |
| 2.7.1 | Forget the Consequences | 41 |
| 2.7.2 | Freedom, Reason, Duty | 42 |
| 2.7.3 | The Categorical Imperative | 44 |
| 2.7.4 | The Practical Imperative | 45 |
| 2.8 | So, Are There Any Problems with Kant's Deontological Approach? | 47 |
| 2.9 | Review | 49 |
| | References | 50 |
| 3 | Virtue Ethics and the Possibilities of 'Care' | 53 |
| 3.1 | So, How Is Virtue Ethics Different? | 53 |
| 3.2 | The Ethics of Antiquity | 56 |
| 3.3 | The Evolution of Virtue Ethics | 57 |
| 3.3.1 | Aquinas and Natural Law | 58 |
| 3.3.2 | Hume and Character | 59 |
| 3.3.3 | More Recent Virtue Ethics | 60 |
| 3.4 | Why Should Educators Be Interested in This? | 61 |
| 3.4.1 | The Shaping of Modern Education | 62 |
| 3.4.2 | What Virtue Ethics Has to Offer | 63 |
| 3.4.3 | The Cardinal Virtues | 64 |
| 3.4.4 | What Virtues Might Be Required by 'Special Needs Educators'? | 66 |
| 3.5 | If Virtue Ethics Is So Good, Why Isn't It the Dominant Approach? | 68 |
| 3.5.1 | Which Virtues? | 68 |
| 3.5.2 | But What Should We Actually <i>Do</i> ? | 70 |
| 3.6 | An Ethics of 'Care' | 72 |
| 3.6.1 | Gilligan – The Gender Bias of Moral Development Research | 73 |
| 3.6.2 | Noddings – Caring Relationships | 74 |
| 3.6.3 | Held – Building Upon, Not Rejecting, the 'Rights/Justice' Approach | 75 |
| 3.6.4 | Tronto – A Framework for Care | 75 |
| 3.7 | Problems with 'Care' | 77 |
| 3.8 | Review | 79 |
| | References | 80 |
| 4 | Disability and the Limitations of 'Rights' | 83 |
| 4.1 | Schools, Rights and Disability | 83 |
| 4.2 | From Normative Ethics to Rights | 85 |
| 4.3 | So, What Exactly Are Rights? | 87 |
| 4.3.1 | What Do Rights Do? | 88 |
| 4.4 | Natural Rights | 90 |

| | | |
|----------|---|------------|
| 4.4.1 | Thomas Hobbes (1588–1679) | 92 |
| 4.4.2 | John Locke (1632–1704) | 93 |
| 4.4.3 | Jean-Jacques Rousseau (1712–1778) | 94 |
| 4.4.4 | Nonsense on Stilts? | 95 |
| 4.5 | Moral Rights vs. Legal Rights | 97 |
| 4.5.1 | Disability, Legal and Moral Rights | 98 |
| 4.5.2 | Covert Limitations on Rights | 100 |
| 4.6 | Types of Legal Rights | 101 |
| 4.7 | Human Rights, Civil Rights, Social Justice Rights | 104 |
| 4.7.1 | Three Generations of Human Rights | 106 |
| 4.7.2 | Human Rights and Disability | 107 |
| 4.8 | Criticisms of ‘Human Rights’ | 108 |
| 4.9 | Review | 110 |
| | References | 111 |
| 5 | Justice, Fairness, Equity and the Inclusive School | 115 |
| 5.1 | So, What Is ‘Justice’? | 115 |
| 5.1.1 | 2500 Years of Disagreement | 116 |
| 5.1.2 | Shaping Some Coherent Ideas About ‘Justice’ | 118 |
| 5.2 | Different Types of Justice | 120 |
| 5.2.1 | Retributive Justice | 121 |
| 5.2.2 | Restorative Justice | 122 |
| 5.2.3 | Procedural Justice | 123 |
| 5.3 | Distributive Justice | 125 |
| 5.3.1 | Four Other Approaches to Distributive Justice – Briefly | 126 |
| 5.3.2 | Desert-Based Distributive Justice | 127 |
| 5.3.3 | Libertarian Distributive Justice – Robert Nozick (1938–2002) | 129 |
| 5.4 | Justice as Fairness – John Rawls (1921–2002) | 131 |
| 5.4.1 | Two Principles of Justice | 132 |
| 5.4.2 | The Veil of Ignorance | 133 |
| 5.4.3 | Some Strengths and Weaknesses | 134 |
| 5.4.4 | Rawls, Nussbaum and Disability | 135 |
| 5.5 | Social Justice | 137 |
| 5.5.1 | The Rise of Social Justice and Educational Equity in 50s America | 138 |
| 5.5.2 | Fraser and ‘Participatory Parity’ | 140 |
| 5.5.3 | Social Justice as a Political Football | 142 |
| 5.6 | Review | 143 |
| | References | 144 |
| 6 | Finding A Way Forward | 149 |
| 6.1 | Disability, Justice, Fairness & Reform – A Bigger Picture | 151 |
| 6.2 | A Fair and Just Education for Students with Disabilities? | 154 |
| 6.2.1 | Gatekeeping | 157 |

| | | |
|--------|--|-----|
| 6.2.2 | Overrepresentation in Disciplinary Absences and Unique Attendance Schedules | 158 |
| 6.2.3 | Lack or Unsuitability of Reasonable Adjustments | 158 |
| 6.2.4 | Bullying and Mistreatment | 159 |
| 6.2.5 | Restrictive Practices | 159 |
| 6.2.6 | Low Expectations and Underachievement | 159 |
| 6.2.7 | Inadequate or Insufficient Training | 160 |
| 6.2.8 | Funding Gaps and Inappropriate Funding Models | 160 |
| 6.2.9 | Inappropriate and Ineffective Protocols and Procedures for Complaint Resolution | 160 |
| 6.2.10 | A Return to Recognition, Representation & Redistribution | 161 |
| | References | 164 |
| | References | 167 |
| | Index | 181 |