

Inclusive Education for Exceptional Individuals *A Pacific Perspective*



Edited by

John Longo Rombo & Govinda Ishwar Lingam

Cover Artwork:

Pita Waqanui

The artwork used on the front cover of this book shows the *Conch shell*, also known as 'Triton's trumpet' is used as a trumpet in Melanesian and Polynesian cultures in the Pacific to call for community meetings and social gatherings. Normally, when the triton's trumpet is blown by a designated person, the entire village or community would come to standstill and gather in a special locality to discuss issues of importance. Every individual is included and a sense of togetherness, belonging and inclusion is thus promoted. In some Pacific cultures, barter system in the form of goods and ideas also took place where exchange was considered paramount as a form of community cohesion and sustainability. The school of fish illustrates the Pacific people surrounded by the great Pacific Ocean which is the source of their spirituality and survival.

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The University of the South Pacific

Suva, Fiji
2015

USP Library Cataloguing-in-Publication Data

Inclusive Education for Exceptional Individuals: A Pacific Perspective

Edited by John Longo Rombo and Govinda Ishwar Lingam

Suva, Fiji: USP Press, 2015

257 p; 21 cm.

ISBN 978-982-01-0935-3

1. Inclusive education--Oceania.
2. Mainstreaming in education--Oceania.
3. Special needs education

I. Rombo, John Longo. II. Lingam, Govinda Ishwar.

LC1203.O3I53 2015

371.9046099--dc23

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Extra Language Editorial Services: Barbara Hau'ofa, WordWorks (Fiji)

Graphic Design: Pita Waqanui (Fiji)

Layout and Design: Mere Naisilisili (Fiji)

This book is a welcome contribution to the growing body of international literature on inclusive education. Featuring a diverse range of accomplished scholars from the Pacific region, the text illustrates how various communities develop educational practices to create inclusive experiences for children and youth. As such, this text holds a universal appeal for educators interested in creating and sustaining accessible classrooms for all.

David J. Connor (PhD)

Professor and Chairperson, Department of Special Education, Hunter College, City University of New York, USA, and co-author of 'Rethinking Disability: A Disability Studies Approach to Inclusive Practices', <http://hunter-cuny.academia.edu/DavidJConnor>.

Too often inclusive education practice, theory and analysis is developed in the Global North, exported to other nations and unproblematically pitched in ways that are insensitive to cultural specifics. This important book challenges these practices and, instead, develops analyses that attend to the significant contributions offered by Pasifika knowledge and communities of practice in shaping emancipatory local and global responses to inclusion

Dan Goodley (PhD)

Professor of Disability Studies and Education, Director of MA in Psychology and Education, The University of Sheffield, UK.

This book contributes to the decolonising project in the wider Pacific by providing a series of alternative narratives for the consideration of educationalists. Many of the chapters also indicate the structural and discursive problems that educational reformers face in their pursuit of the implementation of alternative narratives as educational principles and practices. In this, the book will prove very useful in the overall pursuit of social justice for those currently marginalised by the discursive dominance of neo-colonialism in the Pacific.

Russell Bishop (PhD)

*Emeritus Professor of Maori Education
Faculty of Education
University of Waikato.
Hamilton, New Zealand.*

ISBN 978-982-01-0935-3



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