

# Using Students' Voices to Promote Inclusion in Primary Schools in China

Jiaqi Shao, Minru Cui

*University of Southampton, Southampton, Hampshire, SO17 1BJ, UK*

**Abstract:** *The main purpose of this article is to describe how to improve inclusion in Chinese primary schools. The article introduces the definition of inclusion, which mainly lies in all students and how education should treat and reform students' diversity and differences. Then, listening to student voices, as a way to improve inclusion, students have the right and need to be heard, understood and accepted in different ways. Based on diverse voices, schools and educators are suggested to understand students' various ideas to promote inclusion.*

**Keywords:** *Students' voices, Inclusive education, Primary education*

## 1. Introduction

In the past decade, inclusion has been increasingly recognised as a common global educational goal<sup>[1][2]</sup>. To call on more countries to implement inclusive education, international organizations have issued a large number of official statements and documents to promote equitable and quality education for every child<sup>[1][2][3]</sup>. Globally, many countries have adopted reforms at all levels to reduce unfairness and inequality in the existing education system and enhance appropriate education for all<sup>[4][5]</sup>. Regarding inclusion in Chinese education, even in the decades since the 1980s, China has been committed to promoting the development of inclusive education through national government policies and local practices<sup>[6]</sup>. However, inclusion in Chinese education remains unfinished and full of challenges<sup>[5][7]</sup>. The main challenge for implementing inclusive education in China is that the complex and interlocking structural barriers in the education system in China constitute a continuous restriction on inclusive development in the context of its current education policy<sup>[8]</sup>. In detail, China's huge population base faces the current situation of insufficient teacher preparation and insufficient education resources, and it is difficult to meet the needs of other diverse factors such as culture, race, gender, ethnicity, language, religion, and social class<sup>[9]</sup>. Therefore, eliminating exclusion in education poses a major challenge in China<sup>[5][10][11]</sup>. At the same time, Zan *et al.* also pointed out that compared with special education teachers in China, general teachers have lower self-efficacy in inclusive education, which means that teachers have difficulty grasping and judging students in different situations<sup>[12]</sup>. They have difficulty with little confidence in how teaching strategies could be used to meet the needs of different students, who need to be pushed more.

Therefore, if Chinese education needs to change, educators need to make changes not only at the policy level but also at the practical level. Bourke and Loveridge mentioned that listening to students' voices could be one of the measures for improvement, as well as a pusher for Chinese teachers<sup>[13]</sup>. As Messiou discussed, listening to children and young people is itself an expression of inclusion<sup>[14][15]</sup>. However, student voices remain largely absent from inclusive education practice and research<sup>[6][16]</sup>. As a result, students' voices need to be heard, through which students' voices work with educators to create or change China's inclusive education environment.

This paper introduces the topic through an introduction to inclusion, what is student voice and its importance, an analysis of the Chinese inclusive education environment, and specific plans and practices for how Chinese primary schools listen to students' voices to perform dissection and overview.

## 2. What is inclusion?

This section conducts a dialectical discussion on the definition of inclusion. Regarding the concept of inclusion, some people generally believe that the concept of inclusion originates from the practice of mainstreaming or integrating students with disabilities into regular schools<sup>[17][18]</sup>. In other words, in the

public eye, in schools and classrooms, and in the education of students with disabilities or other difficulties, “inclusion” has become a keyword<sup>[18]</sup>. This means that the bulk of inclusion lies with students with disabilities and other disadvantaged students. However, inclusion could be defined in many different ways.

The formal introduction of inclusivity can be traced back to 1994 when inclusivity was promoted as a promising new teaching method by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) at the World Conference on Special Needs Education in Salamanca. After that, UNESCO stated that including all children in formal schools is the most effective way to eliminate discriminatory attitudes and achieve the goals of inclusive education<sup>[19]</sup>. Therefore, the definition of inclusion does not just revolve around students with disabilities and students with difficulties, but for all students. This means that inclusion requires schools or educational institutions to provide “appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities” to meet the needs of all children<sup>[20]</sup>. Over time, the definition of inclusion has become more specific. First, similar to UNESCO<sup>[19][20]</sup>, Ainscow, Booth and Dyson argued that inclusion involves more than the inclusion of specific groups of students in “mainstream” or “formal” education and that these students are not limited to students with disabilities and/or pupils with special educational needs<sup>[21]</sup>. Secondly, Ainscow, Booth and Dyson also explained that the definition of inclusion also focuses on the diversity of students and how schools respond to the diversity of all students<sup>[21]</sup>. Finally, Ainscow, Booth and Dyson also recognized that successful inclusion is about valuing the diversity of students while encouraging their differences, rather than just uniformity or emphasizing commonalities in the curriculum<sup>[21]</sup>. As a result, inclusion is defined not just for students with disabilities and difficulties, but for all students. Inclusion not only points to the inclusion of these students in formal education but also points to the need for schools or educational institutions to deal with, value and encourage the diversity and differences of students. It is more broadly regarded as an issue that addresses all learners.

### 3. Students' Voices

When it comes to the definition of student voice, there are different definitions in the literature from different eras. Student voice was first noticed and discussed in the early 1990s. It was discussed as a form of expression of opinions through students' own knowledge, interests and energy, it also possesses reform strategies and identifies the role of goals and learning methods at the same time<sup>[22][23]</sup>. Over time, Cook-Sather and Thomson discussed “voice” as having legitimate views and opinions and suggested that voice may also appear as an emotional component and other non-verbal ways of expressing opinions<sup>[24][25]</sup>. Innovative parts are presented compared to the sound perspective of the 1990s. That is, voice enables to serve as a more complex act of engagement through which students participate in and shape the organizations, structures, and communities in which they live in school. In the research recent five years, Messiou similarly described “voice” as referring to students' thoughts and emotions, which also include non-verbal forms of the actions they take to bring about change<sup>[16]</sup>. As a result, student voice refers not only to verbal expressions of opinions and perspectives but also to non-verbal expressions of emotion and action.

### 4. Reasons to Listen from Students

Student voices seem to be a neglected part of historical documents. Messiou stated that both the Salamanca Declaration and the Incheon Declaration (2015) only mentioned child-centred teaching methods<sup>[16][20]</sup>. The Declaration ensures and commits to inclusive and equitable education as a means of promoting lifelong learning opportunities for all. Therefore, Messiou mentioned that the idea of engaging with students' perspectives is still missing in many important international policies and called it the missing voice<sup>[16]</sup>.

As a result, why do students' voices need to be known and heard? On the one hand, it is Children's right to be heard and deserves to be heard<sup>[26]</sup>. As participants in school education and as key factors in promoting inclusive education<sup>[16]</sup>, they have the right to be heard and to put forward opinions and suggestions. Failure to engage in timely and in-depth conversations with students about learning increases the risk of students disengaging from the school experience<sup>[27]</sup>. Furthermore, schools should learn more about what is happening in the school through students' voices and think about or make possible changes<sup>[28]</sup>. Research has proven that listening to students' voices plays a decisive role in school change. Meanwhile, students' voices also promote positive feedback and changes in schools<sup>[15][29]</sup>. This means that through students' voices, students' participation in the school's decision-making behaviour

increases, which enables the school to make better changes, so students' voices deserve to be heard.

Student voice, on the other hand, promotes inclusive development. In response to the diversity of Chinese student situations, students' voices are also diverse. Messiou depicted how the voice of students should not be collective and unified, but biased towards diversity, which is the original meaning of voice<sup>[16]</sup>. Diversity voices help schools consider diverse students and promote inclusion. Similarly, Ainscow and Messiou also considered students' perspectives to promote inclusive education in schools<sup>[30]</sup>. Chinese primary schools need to understand the differences of students, stimulate actions to promote educational inclusion under certain conditions through the voices of different students, and finally allow students to become co-creators to improve the inclusive learning environment of the school and promote the school to develop more inclusive methods. In detail, the way to promote inclusion through student voice is that schools need to ensure the participation of all pupils, provide opportunities for students to express their opinions, discuss their suggestions with students, and then take appropriate action<sup>[16]</sup>. This is not just a process of gathering student input, but encouraging dialogue between teachers and students. At the same time, not all voices should be heard, and schools need to explain to them why some of the ideas they may propose are unlikely to be implemented.

There are also negative aspects to student voice. That is what is mentioned above, not all students' voices are desirable. It requires the teacher's ability to distinguish desirable voices, which to a certain extent tests the teaching or school's ability<sup>[31]</sup>. There are also students whose views are considered too challenging, putting both schools and educators in an awkward position<sup>[25]</sup>. This requires schools and teachers to master the ways and techniques used by students to identify and process them<sup>[24]</sup>.

In summary, even though students' voices are missing from some international literature, students' voices still have rights and deserve to be heard. Since at the same time, student voices inherently represent an expression of inclusion.

## 5. Validity of Student's Voice

Regarding the exploration of the effectiveness of students' voices, this part is demonstrated through two empirical studies and related practices in other countries.

Messiou conducted empirical research in a primary school with 210 students and 14 teachers<sup>[32]</sup>. Messiou addresses marginalization in schools by collecting and exploring students' perspectives<sup>[32]</sup>. Data collection methods from students include messages in a bottle, the communication box, sociograms, visual images and observations. Research has found that students, as those who have directly experienced inclusive or exclusionary practices, are better able to explain what it feels like and provide real-life experiences and perspectives on barriers to learning and participation. By listening to students, the school understands the barriers to student engagement and learning, and their suggestions and needs for improving the learning environment and promoting engagement. This helps the school develop solutions based on their needs and suggestions, improving student engagement and learning outcomes. Authentic interactions with students' voices help schools better understand the needs and experiences of different students.

Similarly, Alghamdi also discussed the impact of student voices on school reform efforts through research<sup>[33]</sup>. The study found the importance of students' voices in the learning process through qualitative research using a narrative approach. The reason is that students are the subjects of learning and their needs and perspectives on learning should be taken into account to improve teaching and learning outcomes. Research shows that student involvement in school decision-making increases their engagement and commitment, leading to positive learning outcomes. Alghamdi also justified that student voice could help teachers improve teaching strategies and strengthen relationships with students<sup>[33]</sup>. At the same time, schools are supposed to use student voice to create an effective learning environment that achieves the desired outcome of improved student performance.

In addition, as early as the late 1990s and early 2000s, student voices were included in many education research and reform efforts in Australia, Canada, the United Kingdom, and the United States, and policies began to encourage listening to the opinions that primarily involved students. Issues for reflection, discussion, dialogue and action<sup>[34]</sup>. Among them, the UK has introduced policy documents as one of the measures to emphasize the importance of listening to children's voices. These include *Every Child Matters* (2004), *Working Together: Listening to the Voices of Children and Young People* (2008) and *Listening to and Involving Children and Young People* (2014). Similarly, Mitra also discussed that some schools in the United States have reformed and strived to achieve respect for voices and emphasized the

need for schools to pay attention to students' voices<sup>[35]</sup>. The emphasis other countries place on students' voices has also inspired Chinese primary school educators to communicate with students and listen to their voices.

## 6. The Background and Policies of Inclusive Education in China

Regarding the background of inclusive education in China, its unfinished and challenging status has been discussed previously<sup>[5][7]</sup>. China faces insufficient teacher preparation and insufficient resources, so it is difficult to eliminate exclusion in education and achieve good and comprehensive inclusive education<sup>[5][9][10][11]</sup>. Because of this current situation, efforts from Chinese educators for inclusive education have not stopped.

According to An, Hu and Horn, which had descriptions and explanations of the past, present and future of inclusive education in China<sup>[7]</sup>. The Chinese original model for inclusive education started with "compulsory education" in the 1980s. The Compulsory Education Law (CEL), passed in 1986, stipulates that all children over the age of 6 should receive 9 years of free public education regardless of their "gender, race, ethnicity, family socio-economic status, or religious beliefs"<sup>[36]</sup>. At this time, children with disabilities were not included. During this period of more than two decades, most children with disabilities in China received education through specialized schools<sup>[37]</sup>. With the serious impact of global trends<sup>[34][38]</sup>, the CEL was reauthorized in 2006<sup>[39]</sup> and the Law on the Protection of Disabled Persons explicitly incorporates provisions for the admission of children with disabilities to ordinary schools<sup>[40]</sup>. However, access to and participation in general education still varies by geographic region, disability severity, resources, availability of professionals, and other factors after 2006's CEL reauthorization<sup>[41]</sup>. According to the National Bureau of Statistics of China, only 63% of children with disabilities received compulsory education. This means that the popularization of compulsory education has not reached all areas of China<sup>[42]</sup>. As the time reaches the 2010s, to further promote compulsory education for all children, especially for children with disabilities, the Ministry of Education issued the Special Education Improvement Act (SEIA) in 2014 and formulated a series of national and provincial policies. Through more than three decades of hard work, Chinese policymakers have not only paid more attention to educational equality and equity but also laid the foundation for inclusive education. However, for the reason that Chinese education awakened to inclusive education later than developed countries such as Australia, Canada, the United Kingdom, and the United States<sup>[7][34]</sup>, even if Chinese educators are more committed to inclusive education with efforts, it still faces challenges.

## 7. Specific Implantation on Students' Voices

Discussing the possibility of inclusive education in China, after nearly 40 years of compulsory education and policy implementation, although the above policies have opened up the possibilities, there are still obstacles and challenges that should be overcome, and these challenges directly face schools and policy-making. Among them, the Chinese public school system currently has characteristics that may be obstacles to the implementation of inclusive education, including rigid class structures, large class sizes, and teachers' lack of experience and preparation to support students' learning challenges<sup>[43]</sup>. That is, facing a large and diverse group of students, the challenges arise from insufficient educational resources and insufficient preparation. As part of Chinese compulsory education, primary school students also serve as catalysts to promote inclusive education<sup>[16]</sup>. The voices of Chinese primary school students are a part that China must pay attention to on the road to completing inclusive education.

As a result, how Chinese primary school educators could use various tools and promote interaction with children's perspectives has become a central issue. Morrow has discussed that if we are to listen to children, then we must innovate<sup>[44]</sup>. Regarding the practice of specifically listening to students, it is diverse and needs to be innovated. Students' opinions on the school mainly focus on two aspects. The first aspect is during the class and academic-related. The second part is related to campus construction and primary school students' lives.

For the aspects of academic and classroom-related sound collection, it could be through the interactions between teachers and students in the classroom. These interactions not only include common classroom teacher-student conversations and dialogue but also include post notes and activities in the classroom to fill in unfinished sentences. This type of activity is quite simple and fast, suitable for activities to be completed in class or after class for primary school students<sup>[44]</sup>. Adderley mentioned more than ten methods such as post notes activities, filling in unfinished sentences, and "spotted trees" in the research<sup>[44]</sup>. The reason why these methods are suitable to be completed briefly in the middle and at the end of the class is that children are able to complete the rapid expression of their own voices according

to the quality and content of the class. Adderley explained how children are asked to think about what they like about the classroom, what happens in the classroom and what they do not like when using sticky notes or answering unfinished sentences<sup>[44]</sup>. These tools can flexibly elicit ideas appropriate to children's development levels. For example, students' experiences in the classroom and when they feel happy or unhappy, or the way they answer questions to investigate dissatisfaction and areas for improvement with the teacher and classroom. Therefore, posting notes and completing unfinished sentences could be introduced to Chinese primary school students to collect students' voices for the class contexts and teachers' opinions.

The second part of the collection comes from voices outside the classroom, centred on campus construction and campus life. Chinese primary schools are advised to use questionnaires and focus groups. The need to combine the two methods of collecting voices stems from the fact that questionnaires and focus groups focus on written communication skills and oral language skills respectively. Nelson, Treichler and Grossberg discuss the advantage of utilizing both categories of tools to help children with different strengths contribute to the school, as the two categories target different expressions, which does not make those more capable children who communicate verbally or in writing privileged. In other words, through these methods, children can express their opinions equally and have equal rights to communicate, which is in line with the idea of inclusive education<sup>[45]</sup>. Mansfield also showed that the information collected by focus groups is more enlightening<sup>[46]</sup>. At the same time, the questionnaire method can help educators collect more information systematically and extensively, which is in line with the needs of China's relatively large student group background. In detail, the questionnaire can be used to collect a general summary of students' opinions on various aspects of the school that need to be improved or enhanced. At the same time, focus groups help to gather specific areas for improvement, which means that focus groups can help schools build a more inclusive environment by listening to students' voices and looking for innovations through teachers' targeted areas that need improvement<sup>[46]</sup>. Overall, the combination of the two methods can help schools and primary school educators in China collect a wider range and more types of voices and data.

## 8. Rising Challenges

The benefits and effectiveness of student voice have been demonstrated above. However, there are also hidden challenges in collecting student voices.

Foremost, students' voices may be misused against teachers and students. In other words, with the increase in student participation and speech, primary school students, as a relatively immature group, may express less thoughtful and mature views, which in turn hinders the work of teachers or educators. Cook-Sather discussed that student voice in the UK education system is said to be the most widely institutionalized as they are mandated by the government, with the Office for Standards in Education (Ofsted) sometimes using students' voices to criticize (or praise) teachers and participate in formulating school rules<sup>[24]</sup>. Cook-Sather discussed how these practices themselves consider the student's perspective, but to a certain extent appear to use student voices to control teachers and students without necessarily respecting teachers and schools<sup>[24]</sup>. Chinese educators, need to grasp the extent to which students' voices are used and identify the value of students' voices to prevent students' voices from becoming a tool for decentralization<sup>[31]</sup>.

Additionally, educators are advised to develop good and friendly relationships with students. Relationships are key to feeling connected and belonging<sup>[47]</sup>. Chinese students face the dilemma of a large population base and insufficient teacher resources<sup>[10] [11] [16]</sup>. In other words, each teacher faces relatively many students, which may make it difficult for teachers to hear the voices of all students, further causing students to lose their desire to communicate. Another possibility is that if students do not want to participate, they simply give similar answers and voices to other students<sup>[48]</sup>. For activities like focus groups that require direct communication, require educators to arrange time to communicate with each student listen to each student's voice, and take care of the emotions of all students, to ensure that students are able to trust educators and truly speak out or talk<sup>[49]</sup>. In summary, teachers need to listen to students authentically so that students can inform their authentic voices, which is an essential step for schools to develop inclusive practices.

## 9. Conclusion

This article focuses on listening to the voices of Chinese primary school students to increase inclusion in Chinese education.

First of all, the definition of inclusion does not only focus on students with disabilities or special needs as popularly believed. Its main body lies in all students and the treatment and reform of education

in the face of student diversity and differences<sup>[21]</sup>. Secondly, students' voices include not only verbal expressions such as students' suggestions but also non-verbal forms such as students' emotional parts and actions taken for their rights<sup>[16][24][25]</sup>. Then, Chinese inclusive education still faces challenges after about forty years of development. Primary school is a part of Chinese compulsory education, and students serve as catalysts for inclusive education, need to be heard<sup>[16][43]</sup>, understood and accepted through post notes activities, filling in unfinished sentences, questionnaires and focus groups. The first two methods could be completed quickly in a short class period, while the combination of questionnaires and focus groups helps schools better collect diverse voices and helps schools build a more inclusive environment. The reason for collecting voices is that children have rights and deserve to be heard. They play an important role in helping schools achieve better improvements. Based on the voices of diversity, schools and educators could understand the diverse ideas of students and promote inclusion<sup>[16][30]</sup>. At the same time, schools and educators need to be careful about how voices are collected and whether each voice deserves to be heard. They are also advised to cultivate good relationships with students and children to receive more genuine advice.

## References

- [1] United Nations. *Transforming our world: the 2030 Agenda for Sustainable Development*, New York: United Nations, Department of Economic and Social Affairs, 2015, 1: 41
- [2] Mundial G B, UNICEF. *Education 2030: Incheon declaration and framework for action: towards inclusive and equitable quality education and lifelong learning for all*, 2016.
- [3] United Nations G A. *Convention on the Rights of Persons with Disabilities*. United Nations. Department of Economic and Social Affairs Disability, 2006.
- [4] Booth T, Ainscow M eds. *From them to us: An international study of inclusion in education*. Psychology Press, 1998.
- [5] Deng M, Poon-McBrayer K F. *Reforms and challenges in the era of inclusive education: the case of China*. *British journal of special education*, 2012, 39(3): 117-122.
- [6] Li D, Gavaldà J M S, Badia Martín M. *Listening to students' voices on inclusive teaching strategies in Chinese primary schools*. *International Journal of Chinese Education*, 2022, 11(2):22.
- [7] An Z G, Hu X, Horn E. *Chinese inclusive education: The past, present, and future*. *Intervention in school and clinic*, 2018, 54(2): 118-122.
- [8] Qu X. *Structural barriers to inclusive education for children with special educational needs and disabilities in China*. *Journal of Educational Change*, 2022, 23(2): 253-276.
- [9] Messiou K, Ainscow M, Echeita G, Goldrick S, Hope M, Paes I, Sandoval M, Simon C, Vitorino T. *Learning from differences: a strategy for teacher development in respect to student diversity*. *School effectiveness and school improvement*, 2016, 27(1): 45-61.
- [10] Engelbrecht P, Savolainen H, Nel M, Koskela T. and Okkolin, M.A. *Making meaning of inclusive education: Classroom practices in Finnish and South African classrooms*. *Compare: A Journal of Comparative and International Education*, 2017, 47(5): 684-702.
- [11] Sorkos G, Magos K. *When Inclusion in Greek Schools Is Delayed: Listening to the Voices of Chinese Primary School Students*. *Journal of Research in Childhood Education*, 2022, 36(3): 466-482.
- [12] Zan F, Liu C, Wang M, Sharmar U. *On the investigation into in-service teachers' self-efficacy in inclusive education in Shanghai*. *Chinese Journal of Special Education*, 2011, 3: 3-9.
- [13] Bourke R, Loveridge J. *Using student voice to challenge understandings of educational research, policy and practice*. *Radical collegiality through student voice: Educational experience, policy and practice*, 2018: 1-16.
- [14] Messiou K. *Understanding marginalisation in education: The voice of children*. *European Journal of Psychology of Education*, 2006, 21 (3) (special issue): 305-318.
- [15] Messiou K. *Confronting marginalisation in education: A framework for promoting inclusion*, 2012, London: Routledge.
- [16] Messiou K. *The missing voices: Students as a catalyst for promoting inclusive education*. *International Journal of Inclusive Education*, 2019, 23(7-8): 768-781.
- [17] Graham L J, Slee R. *Inclusion? In Disability Studies in Education Special Interest Group, American Educational Research Association (AERA), 2006, Annual Conference*.
- [18] Nilholm C, Göransson K. *What is meant by inclusion? An analysis of European and North American journal articles with high impact*. *European Journal of Special Needs Education*, 2017, 32(3): 437-451.
- [19] UNESCO. *Education for All 2000 Assessment: Global Synthesis*. 2000, Paris, France: UNESCO.
- [20] UNESCO. *The Salamanca Statement and Framework for Action on Special Needs Education*. 1994, Salamanca, Spain, Paris, France: UNESCO
- [21] Ainscow M, Booth T, Dyson A. *Improving schools, developing inclusion*. Routledge, 2006
- [22] Fullan M. *The new meaning of educational change*. 1991, Teachers college press.
- [23] Levin B. *Educational reform and the treatment of students in schools*. *The Journal of Educational Thought (JET)/Revue de la Pensée Educative*, 1994: 88-101.

- [24] Cook-Sather A. *Sound, presence, and power: "Student voice" in educational research and reform*. *Curriculum inquiry*, 2006, 36(4): 359-390.
- [25] Thomson P ed. *Doing visual research with children and young people*. Routledge, 2009.
- [26] United Nations. *The UN Convention on the Rights of the Child*, 1989, New York: UN.
- [27] Dunleavy J. *Listen up: Student voice and educational change*. *London Review of Education*, 2004, 2(3).
- [28] Charlton T. *Listening to pupils in classrooms and schools*. In *Listening to children in education*, Routledge, 2013: 49-63
- [29] Noyes A. *Pupil voice: purpose, power, and the possibilities for democratic schooling*. *British Educational Research Journal*, 2005, 31(4): 533-540.
- [30] Ainscow M, Messiou K. *Engaging with the views of students to promote inclusion in education*. *Journal of Educational Change*, 2018, 19: 1-17.
- [31] Silva E. 'Squeaky Wheels and Flat Tires': a case study of students as reform participants. In *Forum, Symposium Journals*, 2001, 43(2): 95-99.
- [32] Messiou K. *Using primary school children's voices to promote inclusive education*. *Voces de la Educación*, 2018, (1): 11-27.
- [33] Alghamdi DJ. *Student Voice: Its Impact On School Reform Efforts And The Reasons Behind The Success Saudis Accomplished In Learning English Language In Canada Comparing To Their Unsuccessful Experiences In Saudi Arabia*. *International Journal of Arts & Sciences*, 2014, 7(3): 323.
- [34] Fielding M, McGregor J. *Deconstructing student voice: new spaces for dialogue or new opportunities for surveillance*. *American Educational Research Association (AERA)*, Montreal, Canada, 2005.
- [35] Mitra D. *Student voice in school reform: From listening to leadership*. *International handbook of student experience in elementary and secondary school*, 2007: 727-744.
- [36] National People's Congress. *Compulsory education law*. Beijing: National People's Congress, PRC, 1986.
- [37] McCabe H. *The beginnings of inclusion in the People's Republic of China*. *Research and Practice for Persons with Severe Disabilities*, 2003, 28(1): 16-22.
- [38] Deng M, Harris K. *Meeting the needs of students with disabilities in general education classrooms in China*. *Teacher Education and Special Education*, 2008, 31(3): 195-207.
- [39] National People's Congress. *Compulsory Education Law*. Beijing: National People's Congress, PRC, 2006.
- [40] National People's Congress. *Law on the Protection of Disabled Persons*. Beijing: National People's Congress, PRC, 2008.
- [41] Hu X, Wang M, Fei X. *Family quality of life of Chinese families of children with intellectual disabilities*. *Journal of Intellectual Disability Research*, 2012, 56(1): 30-44.
- [42] National Bureau of Statistics of China. *2006 Disability National Census*. Beijing: National People's Congress, PRC, 2007.
- [43] Deng M, Wang S, Guan W, Wang Y. *The development and initial validation of a questionnaire of inclusive teachers' competency for meeting special educational needs in regular classrooms in China*. *International Journal of Inclusive Education*, 2017, 21(4): 416-427.
- [44] Adderley R J, Hope M A, Hughes G C, Jones L, Messiou K, Shaw P A. *Exploring inclusive practices in primary schools: focusing on children's voices*. *European Journal of Special Needs Education*, 2015, 30(1): 106-121.
- [45] Nelson C, Treichler P A, Grossberg L. *Cultural studies: An introduction*. In *Cultural studies*. Routledge, 2013, 1-22
- [46] Mansfield K C. *How listening to student voices informs and strengthens social justice research and practice*. *Educational Administration Quarterly*, 2014, 50(3): 392-430.
- [47] Crisp B. *Belonging, connectedness and social exclusion*. *Journal of Social Inclusion*, 2010, 1(2): 123-132.
- [48] Burke C, Grosvenor I. *The school I'd like: Children and young people's reflections on an education for the 21st century*. Psychology Press, 2003.
- [49] Messiou K, Hope M A. *The danger of subverting students' views in schools*. *International Journal of Inclusive Education*, 2015, 19(10): 1009-1021.