

INCLUSION IN CANADA: A CONTENT ANALYSIS

Peda I c Ea C d dEd ca N aSc a: A C a a eEa
Lea F a e C e A a

De eVe e
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e e e e de ee Ma e A C d a dY S d
De eVe e 2021

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a be a acc a e d ca e c eda a e ea ea
a e , ee e, ea e e e ed c e e ea c .
T e e c a a e c e a a e ee a ce de e a
c c e e e a c d d ed ca c e c N a Sc a c d e a d
e a e acce e ab e c e a a d e ce .

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Chapter One: Introduction

Introduction:

In the past few years, there has been a significant increase in the number of children with disabilities in Canada. The World Health Organization (WHO) estimates that approximately 15% of the world's population has a disability. In Canada, the prevalence of disability is 30.4%, with a significant portion of these individuals being children (De Gooijer, 2018). Notably, the number of children with disabilities in Canada has increased over the past decade (Statistics Canada, 2017). This increase is largely attributed to the fact that children with disabilities are now living longer, thanks to advances in medical care and rehabilitation services (Gee, 2006). However, the social and economic challenges faced by children with disabilities and their families are still significant. In Canada, the cost of care for children with disabilities is high, and many families struggle to afford the necessary services and supports (Patterson, 2019). Moreover, children with disabilities often face social exclusion and discrimination, which can have a profound impact on their quality of life. In Canada, the government has a responsibility to ensure that all children, regardless of their abilities, have access to the same opportunities and resources. This includes providing them with the necessary supports and services to help them reach their full potential. The government should also work to create a more inclusive and accessible society for all children, where they can thrive and contribute to their communities. In addition, the government should invest in research and innovation to develop new and improved interventions and services for children with disabilities. Finally, the government should work to raise awareness and reduce stigma against children with disabilities, so that they can be fully accepted and valued members of society.

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e ec e da e e e c ea ec e a e cea e
 e abe, c eea c d d a c de ad e a e. I a ea
 e a e ed ee e ea c a I a a a e c de ,I a ee e e ce
 a a ea c d d ac e a da a a e e e a ea e e be a a
 e e a eN aSc a ea c d d ed.

I ced ea e e a eN aSc a
 (2018) c e c
 de ed c a e a ba e c de d b ea c d d ed ca
 (ECE). T ca c e c a c ded b e e c a e
 ac Ca ada e ed ea c d da ce a d e e c e de a d
 c d e e a .T d e a e ea ea a d acce b e a e cea ed
 ca Ca ada b d be e ed e a ea cea e
 a c e ea c d d ce e (ECE) e ce N aSc a. Re b
 a d ec e da a c ed e e e e a c N aSc a
 c e ea ea a e .

Aim of the Research

T e ea c c d c a c a a e c e a a N aSc a'
 (2018) e a
 c de ed a d d c e ed c a ed e ea c d d ed ca
 a e ac Ca ada. T e a e a de a a e N aSc a a d
 b a d e ec e da e a ce e abe c e a
 c de ad e a e e d e ce. T a : H c de ed a d a ed

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ec e N a Sc a ea ea ea c c a e c a ed e ea
ea a e ac Ca ada?

***Nova Scotia's Ca able, C fide , a d C i : N a Sc ia' Ea l Lea i g C ic l
F a e k (2018)***

Ba ed e e e ce eea c d d e a ed N a Sc a,
I a e c e e N a Sc a ea ea a e . I a b a d ec e da
b e c a e N a Sc a'

(2018) ab c de ed a d d c e ed.
W e e a e e ed e a e de e c e ea c e , e
ab e ce a ec c c a a c ea e a e a a c ede e
ea c d d ed ca . I a c a , e c be e e ed
e a b e a e ed. I e a d ce a c ca
c ce acce , a c a , a d de e c ce a e a d
de d (DEECD, 2018). I e e e e e a d e c a e e N a Sc a ea
ea a e e c a a d e a ea c d d d c e a de e e
a a e a d a ec e da ca be b a d e a ce c ede e
e ea ea ec ce N a Sc a.

T e e e ed a I a e b e ed a c e ce a ea c d d
ed ca ' (ECE') de a d c ed ac ce. O e d c e e a e
e e e e e e a c ca be be e a a abe
a d e ce ECE ca acce . F e a e, a a ECE ac e , I a e ea d ECE c
e eed c ea ed e e c a c d e e e ac e .
M e e e e ce a e e de de a d c a ec e a

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ECE e ed. T e e e a c c e a e ed e e e
 e ec e e e c , b e de a d a a a ed e ed.
 T c e a a c de ed ac ce ea ea a e
 c a N a Sc a e ed e ab c e eda ca
 a ac e c d be a ed c ea ed c a ECE e a e ce.

Research Question

T e e ea c e a d : H c de ed a d a ed
 ec e N a Sc a ea ea ea c c a e c a ed e ea ea
 a e ac Ca ada? T e a ea c a e e eda c d
 ec e NS a e e c e c a a d e a ea ea a e
 ac Ca ada. La e , e d c a e , I e ec a a ec e a a
 a ac I e e a a e c de ed e N a Sc a ea ea a e
 c a ed e c a a d e a a e . T e ba c a a ea a
 ded e e ca e a c d e d be ec ed a c e
 e ab e e a d ea ce (,
 . 10, 2014). F , e e a e a e e a c e ea ed ca Ca ada.

Inclusion in Canada in the Early Years

T e ea c d d a e a e e ba e e e a ea c d d
 ed ca ac Ca ada. P e a . (2019) e a e ea ea a e e a e
 e e ab e ed ca a e a c d e . T a e d c ce a
 e a ba e a d a a e c e ea ea c e ea e e
 a ac e ab e acce ed ca c d e a d e a e . T e e e,

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e ca a d e a ea c d d a e a de e a
d c e a c e c de d a d ac ced N a Sc a.

G e a e ab c d e ea , e e a e ce e e a
c a c e a d e a acce b e ECE a a a a e b d a
da e ec d e b ca a c d e ' ece e dea ab
d e e ea ea (F e d a d P ab , 2010). McC a (2017) e a de e

d e e de e e a a , a e a a e a c e ec
d e , e a d c a e e b aced a e e a a de e e (.1). I
e e ec ca de a d be e c de ed e ea ea c e
e e ab e acce c e a a d e ce c d e a d e a e .

I a e ed ca e a e e c a e d ac a a ea a
ea ea ea a e ea c a d d a ce a d e e
a e d e e de a c a d c e e a a e a a a e abe. F
e a e, I d e c e d ec e e ec d e a a ad ab a d

ded b e eac e E de d d e e a S e
e a a e ca ed a eca ed ca a ac . T e e e,
a e e a I d e a e e ca a e a e
e da c c ad ca e e ec da de ed de
e U ed C e e R e C d. T a , e c d e acce c e

ea c d d ed ca d e a a e e a d e a ce ee ca
c de ed a d a ed ec e N a Sc a ea ea ea c c
a e c a ed e ea ea a e eac ce a d e ac

Ca ada.

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Rights of the Child Framework

I ad a ba ed e e ca a ac c d c d . UNICEF (2019) d ca e
 a a a -ba ed a ac a c ce a a e a de e e a
 e a d ec a . I ee a a e e a e a e a e ea
 acce b ba e a d add e d c a ac ce a d d b e a
 ede d d a c d e (UNICEF, 2019). S a , e a de e
 c d e d ab e a e c d e
 a ea d d ab a e e ec a ca e a d (

A c e 23, 1989). I 1991, Ca ada a ed e U ed Na C e e
 R e C d. T e e c d e a c e ea c d d
 c e . T e UN C e e R e C d, ed b ea e e c
 e d 1989, a e a d c e a e c d e a c e . T e U ed
 Na C e e R e C d (1989) a e a e e c d a e
 ec , a c a , a d a a d de e e d c a . I
 a e e e d a d ee a a d a e ab e a a a e be ,
 c d c d e , a e e ce a da eed , ce, a d eace e d. T e
 c e ec e c d e a c e e eac e e e a , be
 ea ed d a d e ec , be ec ed a , e e c ea ce, e a e a
 a d ec ea a ac e , a d a c a e ee c a e a d e a . C d e
 d ab e a e e e CRC a e ca e a d de e de e (S e e
 C Ca ada, A c e 23, 1989, .10). A d ca ed e CRC (1989), c d e d
 e e e ce c d a e ed , e e - e a ce a d ac a eac e a c a
 ec (A c e 23, .10.)

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(1982) a e ec e c e be ,
 e a , acc da a de a e be e , e ec c a a d de , a d
 a d a de e a Ca ada (.10). T c e a , e e c d d
 a c a e a d ec e e ca , e ec a , a , a d c ea e ab e a d e a .
 T e c d- ba ed a ac a e e c e ac ce a d add e e e
 e e e ea e ab e ee e e a d ce a d e c ce
 e ea ea c d d a e a d de e e e a ce c e a a
 ea a a a e ec e N a Sc a ea ea ea a e .
 W e c d c c a a e a a , I e U ed Na C e
 e C d R a a e e e a ce e ec da d e acce
 e ab e, c e ed ca . B ac d -ba ed a e , I a a
 eade a I ad ca ee ab e, c e acce a c d e a d e a e . T e
 d c e (See Tab e 1) be ed c d c c a a e a a :

Table.1:

Province/Territory	Early Learning Framework
N a Sc a (NS)	N a Sc a: De a e Ed ca a d Ea C d d De e e .(2018). P ce N a Sc a. N a Sc a: De a e Ed ca a d Ea C d d De e e
Ne B c (NB)	G e e Ne B c (2008). NB: De a e S c a De e e . : F ede c ,

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P ece Ed a d I a d (PE)	F a a a , K. (2012). Ed ca a d Ea C d d De e e . : PEI: De a e
Q ebec (QC)	G e e e Q ebec. (2007). Q ebec' Q ebec: M Fa a a d C d e Q ebec C ,
O a (ON)	O a M Ed ca . 2014. O a . <u>.ed . . .ca/c dca e/H Lea Ha e . d.</u> T , ON G e e
Ma ba (MB)	G e e e Ma ba. (2011). W e , MB. G e e e Ma ba. (2011). W e , MB.
Sa a c e a (SK)	G e e e Sa a c e a . (2008). . Re a, SK: M Ed ca .
B C b a (BC)	V c a, BC. (2019)

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a a e e c a ed eac c a a d e a
 e e ea c d d a e ac Ca ada c a ed e ce N a
 Sc a. C a e F e a e c ca c e c a c e a ed a d
 a ed e
 a a be c a c a a e a a ea ea a e ac
 Ca ada. C a e F e e e ce a d a e e ed ac a Ca ad a ea
 ea a e c a ed e N a Sc a Ea Lea F a e . S ec ca ,
 C a e F e e e a a ec c a e c e ed c ce c
 Ca ad a ea ea a e a d e a a e ec e N a Sc a ea
 ea a e . C a e S c de ec e da e a c c e eda a d
 ac ce N a Sc a' ce de ed e d . I e e e e a
 e a e a d .

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Chapter Two: Literature Review

Introduction:

In the area of education, the Canadian Federation of Teachers has been a leading voice in advocating for the rights of students with special needs (Peters, 2019). As a result, the federal government has implemented various policies to support these students (McCabe, 2017). The Canadian Education Index (2000) also highlights the importance of inclusive education. The report states that inclusive education is a process that involves all students, regardless of their abilities, learning together in a common classroom (Peters, 2019). This approach is based on the belief that all students have the right to a quality education and that learning is a social process that benefits everyone. The report also notes that inclusive education is a key component of a democratic society and that it is essential for the development of a just and equitable society. The report further states that inclusive education is a process that involves all students, regardless of their abilities, learning together in a common classroom (Peters, 2019). This approach is based on the belief that all students have the right to a quality education and that learning is a social process that benefits everyone. The report also notes that inclusive education is a key component of a democratic society and that it is essential for the development of a just and equitable society.

Moreover, the report also notes that inclusive education is a key component of a democratic society and that it is essential for the development of a just and equitable society. The report further states that inclusive education is a process that involves all students, regardless of their abilities, learning together in a common classroom (Peters, 2019). This approach is based on the belief that all students have the right to a quality education and that learning is a social process that benefits everyone. The report also notes that inclusive education is a key component of a democratic society and that it is essential for the development of a just and equitable society.

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de d ea d ab , ace, e de , c e, e e , a d a a e ca
 a e ed ca c a c d e b e d a d acc da e e
 a a c d e ee e d a d e e ce a c e
 c c ed e ea ea c e .

T e ea c a de e a d ee ce a e c a d d a
 a e e a a c e N a Sc a ea ea c e . T e e a
 e e e ea e ab e de a d c e ea c d d ed ca
 c e a d e e ed ea c d d ed ca a e . I e
 ed e e a e (T & U de d, 2013).

Theoretical Framework

A c d acce c e ea c d d ed ca e e e ca a e
 ed de d . T e UNICEF (2019) d ca e a a a -ba ed a ac a
 c ce a a e e ce a de e e a e a a d ec ed
 a d ec a . I ee a a e e a e a e a e ea
 acce b ba e a d ed e d c a ac ce a d d b e a
 ede d d a c d e (UNICEF, 2019). T e e e e a a c d e '
 e e e ce a e ec ed a d a ed a d a a c d e a ee ab e acce e ce a d
 a c a , e de a e e ea , a d ea a ed e e ce (UNICEF,
 2019, .78).

Inclusion in the Early Years Context:

Ca & Ve e (2001) e c e a ea ea ed ca e
 ca be e a a c d e a e a ed, ca a e d, a d be e ea ea
 a a d a c d be e c ded. U de d (2012) a e c a ea

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c d d ed ca a ab ace e a a b a ab ac e a c a
 c a e ac a d c d e ab e a d . See a d A a (2001) a add a
 c e a e ed ca c d e d ab e a d e c d be
 ea ed ca a e e e ce ed ce ea ba e e a d e ab e e . G a a
 a d S ee (2005) de c be c a a c a ed ac ce be a ead c e ced
 e c e e a ed ea a d de a d . G a a a d S ee (2005) e a e
 a d e e ce be ee a c d d ab e a e a
 c a a a d ac c . Mee e eed eac c d e
 c a e c . C ea ada ce a ac e e a e e a be
 e ed ee eac c d eed (I e a ., 2000). I de ea c d d ed ca
 ac e e e e c ac ce ea ea e , de a d a
 e c e ee e e eed eac c d a d e .
 T e c a a d c a c d a d ec c ec d e a a a
 c de ab e e ce e acce b c e ea c d d ed ca . S ee (2014)
 d ca e c e ed ca ad bee e e ed a a ce beca e e b a d
 e e ce e c a a c a a d ed ca a e e (.918). T a d
 U de d (2009) e a a c e ed ab d c ea e a c e
 ed ca e a ed e d d a c a a d c a e e e ce d ab e ec e
 e e d ab e b ca c a c d . T e e a e e e ce
 e ab a ec ed b e c ca c a e . S c ca a e da e d ad cac ca
 e a ec , e a c a , a d -d c a ea e e d ab e
 c e (N c , 2002). S ee (2019) d ca e a e c e ed ca a d e
 e ab e be e d e e a e de ee e e a d cce

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a c a c a c a e a b a - de e e e a a b e
 e (.909). E c , e e a c a a a d d e e e c a e d e
 c a e a e e a b e c a a c c e .
 Ca a d a c e e a c e e c a a e a a e a c d d c ,
 e a c a e e a e e d e a e e a a e d (a e d) a
 e a c d d c (Pa , 2015). T a , e c c e c e a e
 a c e e c d e d a b e a e e . We a c a
 c e e d e c a , e a b a e , a c a , c a b a , a d
 a c e e e a d e (U d e d, 2006). T e e e Ca a d a C c M e
 E d c a (CMEC) a e e e a a -Ca a d a e a e a (CMEC,
 2014). T e a e c a c d c a d a c a e a d e
 e d c a a d c a e c d e b e e a a e, c d e c a d a
 c e e . P c e a d e e d e e a -Ca a d a d e c b e c d e
 a e, a c e e a e , c e a e, c , a a e e , a , c e e , e e e,
 e d e a b e, , c a a b e c e , a d c e a c b c e
 (CMEC, 2014). A c a a a e d d e a d c d e a d e e a a d a
 d e a d a e e , c e , c c , a d a c c e c c a e
 c a d a a c a e a e a e a d e e e . I e a d, e e a
 a e d a e c c e a a e , c d e , c e , e a ,
 c e , a c e , d e a , a e a , a d e . T c e a b e a d d c
 c e a a e d c a a e a e a , a d e d c a c a b e a d c d e
 a d e d c a c a b e .

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(.1). H e e , e e a e e e ea e ab e de a d c e
 ea c d d ed ca c e a d e ea c d d ed ca
 a e .T e a e e c de ed a a ea
 e ,acce ,d e a d c c de a d e a e a e d ea
 ea a e ce N aSc a.

U ed a a ba c a ,N aSc a'

(2018) e a ea c d d
 ed ca a b e a e a ce c a c d e ,a e a e ec
 d e . H e e ,I d c ce a P e a . (2019) d ca e a eECE ed
 ad e ed d a a ca ed b e e e ea c a d c a ca .S , e e
 a de a a ce e ,c c , eda , ce , ac ce ,a d c e e
 ECE a .S ce Ia eN aSc aEa Lea Fa e a a ba e e
 a a , e e a e c ec e ad a ce a a .

Ca able, C fide ,a dC i :N aSc ia' Ea l Lea i gC ic l Fa e k

P e a ed b e De a e Ed ca a d Ea C d d De e e (DEECD),
 a
 de e ed 2018 N aSc a. Ed ca ea c d d ed ca a ac
 N aSc a a e e e ed a e .T e a e e de ed ca
 ea c d d ed ca a c d e b a e e .Ke
 c e ed e a e a e c ed e e a c ca a d a
 c ac , e ,a d - e e cce .T a e ce a a
 c e-c e a ac (DEECD, 2018, . 15). I e ed ca e e e

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a e , de a d c d de e e , a d c d d eda . T e a e a e e
a a de e a de e e a ed ca , d d a a ea .

N a Sc a de c be ea ea c c a e a de ec ce
e a e ec d b ade ea a e de e de e e ea
ea e e (DEECD, 2018, .4). N a Sc a'
2018) a d ca e a eac a
d e ec ed ee a e , c e , c e , a d a a e a a e e e a e
c de . T e a e a c e e a e ec dc ce c a a c de
a e e ced b e e e e ce , b a e , a d ed e (.76). T e a de e
I a e e C da a e e be e e , de a d , a da e ab e e c de
ed ca a d ce . T a e c de e e ab c de ca ab e ,
de e e , a , e , a d a e c . S ca , c a , a d ca e e e ce
e ce a e I a e e C d (.76). S ec ca , e N a Sc a a e ee
c de a c , cea e , e a , ca ab e , a dc de . I a e a d c de
e a e da a d e bec e.

T a , e N a Sc a a e ee c de a c , cea e ,
e a , ca ab e , a dc de (.10). I a a e c de ' a e , c e , a d
c e e cea dc b e c de ' ea a d de e e . T e e be e
eac e ec e d c e : ed ca a ac ea ea ,
ea , c , de a d e , ea e e , a d e ec e
ac ce . M e e , e N a Sc a ea ea a e ' de e ded be ed b
ac e a d e ed ca a e a (e . ea c d d e e , eec
a a e , ed ca a c , ec d ca e a , a e ce ce e , b a e)

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... c d e , a e , a d a e . H - a ea ea a a e e
 da e ea a d d e e e . W e e e , e d c a , a e , a e ,
 c e , a d c d e e e , e a c e ea c d d e d c a a a d
 e e a e e e e a N a S c a a e e e e c c e .

T e a e a c d e e e a c c d c e d b U d e d a d F a e (2012)
 e a d e e - a c e E C E a . U d e d (2013) c a e e
 a a e e e e c e : a a e a c c e b e a c d e a d e a e ;
 e a e d e d a d c a e d c d e a e e e e d e a c c d ; a d e
 a c d e e a a e e a c a (.1). A e c e N a S c a
 e a e a a e e d , d c a e e c c a a
 c e a d e e a e a e e d e (

2018, .45). I a e a d e e
 d c e a c , e e d e a c e e a c a d e e
 S e c a L a a e a e c e c e a c :

1. e e e c : c d e c d e d b a e d e e e e d a b
2. a a : a c d e c d e d a b e e
3. a c a : a c e a d e a e d e d a d a d a e d c d e a c d e
4. a e a e a : a e c d e d a b e a e e a e
 (e . , d a , a d a , e b e) a e a e a e
5. a e a b e a e a c a : a e a e a c e e c a e d a c a e
 e c d c a e a
6. -a c c : a a d a e e c e e e
 c

(DEECD, 2018, .46)

T e a e e d c a e a c d c a e e a c e a a :

[a] c d e c a a e d a d b e e e a e c d c a e a . I e a a

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c d e d ab e e a e a e da e d e d d a e a
 d ab .I c ea a c d e , e a e e a a d/ e e e e
 c de. A ea a .F c d e d ab e , ea a e e c e a
 a , e e , ca d ca a d e a a a e a a a b e
 a a , a e a c a e e d d a a .T e c e
 c e b e d e ca e a a d c a e b a c a e
 a e a d a d a c e a c a , e d a d a c e b a d e .C d e
 a d ab e a e a c e a c a , b e e e d e e DEECD,
 2018, .44.)

T e a e a e e e a a c d e d b a .F e a e ,
 e DEECD (2018) c e Ea C d d A a a (2016) d e e c a :

B d a d e d e .I e e e c d a d
 a c a c d e .E a c c d' e a e b , a d a b a e
 ea ac a c d a e e c e d a d e d e d .I c e e a d d e
 c c a c e e e e c d e a b e e c d e d , d e - e e e e d , a e a b e
 a c c e a c d d e d c a a d c a e .I c ea a e e c d a a c c e ,
 a c a e ea , a d e e e c e e c e ea c d d
 e d c a a d c a e a .(.46).

T e a e a e e U e d S a e , e N a a A c a e E d c a

Y C d e (NAEYC) a d e D Ea C d d (2009).

c a a
 e a e a d e d a a a a e e c a d a e a e e d a a e d e d e a
 d e c :

Ea C d d c e b d e e a e , c e , a d a c c e a e
 e e a a d c d a d e a , e a d e a b ,
 a c a e a b a d a e a c e a d c e a e b e a e ,
 c e , a d c e .T e d e e d e c e e e e c e c d e
 a d d a b e a d e a e c d e a e e b e a d e b e ,
 e c a e a a d e d , a d d e e e a d e a e a c e
 e a .T e d e ea e c a c a b e e d d e - a
 ea c d d a a d e c e a e a c c e , a c a , a d (DEECD,
 2018, .46).

E a c c d c a , c a , a d c d e , c d ea e , a b e ,
 d a b e , e d e , a c c a c e , a d e a c c a , a e e e a c d e a

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be ac ed e a e ' e e a .G e e
 a e d e de e cea de ed
 c c a ea c d d a be a c a d d e e
 a a e a da e ea c .I be e e ee e c a ea c d d
 a e de e c a I e a d a a .

Possible Implications from Analysis of this Framework

T ece a beca e ec e N a Sc a ea ea a e d e
 e c de a ec c c c ea c d d ac e
 e e a a e e . W e e a e e ed e a e
 c eECE a , e ab e ce a a c a ced e a a c ea e
 a e a a c e ac ce ea c d d ed ca .I a c a , e
 c be e e ed e a b e a e ed.I d ce a
 c ca c ce acce , a c a , a d de e c ce a e
 a d de d (N a Sc a'
 2018). I e e e d a d .

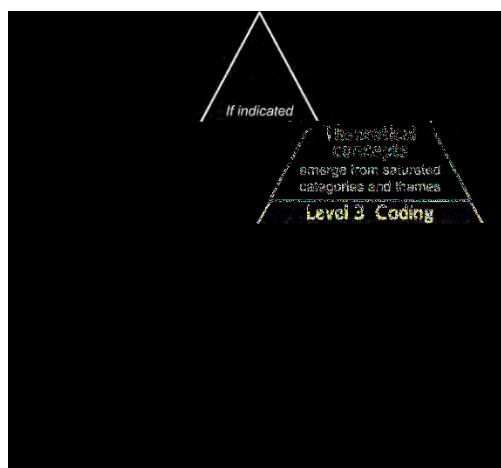
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a e ca ac a e a e a e e c e e c e cae e . Pa e
 e e a e e c ded c ea a e e d , a d a e c
 ead a e ea ec e a ea c e . I d , ec e eae
 c de d a d a ed N a Sc a ea ea d c e a c a ed
 e c a a d e a ea ea d c e a .

The Development of a Coding Scheme:

I e N a Sc a (NS)'
 (2018) a e ba e e c d c c a a ec e a a .
 U e N a Sc a ea ea c c a e a a ba , I e ee c d ee
 (a F e. 1) de c e e e e e N a Sc a
 d c e .

Figure 1



Re e ed
 :// e d . a e b.c /B /d - a a e- e ea c -
 - -c e .

Level One Coding:

T e a Le e 1 c d ed ead e N a Sc a ea ea a e
 e e a de c e e , a e a d e e e ce a e a

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bec e a a c ec e .T a c d a ece a a
 Le e T c d c e ac ec c c e e e N a Sc a
 d c e a e ed a a ba e ec a a e e ea c ec . M Le e T
 c d c ed ea c e e e a e , a e a d e e e ce c
 e N a Sc a ea ea a e a ed be Tab e 2.

Level Two Coding:

I e ed ead e d c e e e de e a c e e ,
 a e a d e e e ce a e ec ed c e a c c c e .T e e e a a
 e a d a e a e de ced Tab e 2 a ed ea a e ea c e e c e e
 da a a d a a e e a ced e a d c e a a . I e ed Le e T a a
 be c a Le e T ee c d .

Table 2:

(2018):

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I ed e c d c Le e e e c d e e a e c e e e a e e ed
e N a Sc a ea ea d c e a e a c .

Level Three Coding:

T e Le e e e c d a ed de ec c c e e a c c d a be
ed a a ba e e c a a ea a . T e e e e a e e a e
e c e e e e a ce e a d c a a ea a . T e c e e e
e e a ed e e ee a a c de
. I d be ed a e e a ea a b ad e e ,
e e , e N a Sc a ea ea a e add e e eac e e c ed e
ec ca a d e e e , a e c d c e e e a a I de e ed e e e e e
d a a d e cc e e a d c a a ea a . E c , I e
eac e e e e a a be c a c a a ea a eac c a a d e a
ea ea d c e a a ea ca e e a a e N a Sc a a e . C a e
F e e de a eac e e e e a d e a e ed c d c a a
C a e F e .

Limitations:

T d de a a a ea a e de ed ea ea a e a d
d e de e e c e dea a e e e ed ac ce. O e ca
a e ea c acce ed e e e ce e a e e e a
c e ea ea e . A e d be e e ECE a e
c d e ce e ab e e e e ce . A e e d , I ad a a e
c ded e cc e ce d e a c ac e ea ea d c e a , b

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I d a c d e a c e d a e d d c e a e d e a d e a
 e a c a d e a e d e c e N a S c a. I a e added
 a a e d a a a a e d e d e c e c d c a c e e e c e
 a a (See A e d A). I d e a e e e e e c a a
 e N a S c a'
 (2018) a C a e 5 d .

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Chapter Four: Nova Scotia Early Learning Curriculum Framework

Introduction:

We are a Nova Scotia early learning curriculum framework, designed to support the development of young children in Nova Scotia. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families.

Theme #1: Inclusion and the Rights of the Child

The Nova Scotia early learning curriculum framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families.

The early learning curriculum framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families. The framework is based on the principles of inclusion and the rights of the child. It is designed to be flexible and responsive to the needs of all children and their families.

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d ab a e e ec a ca e a d , a e a e e C e a a e ca e a d de e de e " (DEECD, 2018, .18). I add , e a e c e a e e e a ce (1982) c e ec e c e be , e a , acc da a de a e be e , e ec c a a d de , a d a d a de e a Ca ada . C d e a e a a c a e a dec a a ec e a d a e e dea a d ec ed, e ec ed, a d a ed. Re ec e e e c a e c d e a e e dea c de ce a d e a d e ec e dea a d e (DEECD, 2018, .9).

Theme #2: Diversity

N a Sc a' (2018) e a e e a ce c a c d e e ec d e . Ed ca e e e d c e a e ed ec e a eac c d ca , c a , a d c d e (.e. ea e , ab e , d ab e , e de , a c c a ce , a d e a c ca) a e e e a c de a be ac ed e a e e e a . He e, e e e e a a c d e e e e ce a e ec ed a d a ed. T a , d e de d a a c d e a e e ab e acce e ce a d a c a , a d a a c d e a e e de a e e ea a d ea e ec d e e ce (DEECD, 2018, .30). T e ea c a d ca e a c d e a c a c e a a e e ea e a a d a e a d e , de e a de a d a d e ec d e a d ac e e e a d eac e , a d a e e a d ac c a e a ac ce (W , 2008). T e d e ec e e ed e a e a d ca e a e c ea ac ed c d e eed add a a a ec c de e e a a , b a ECE a ac

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N a S c a c d e c d e a c a a d c b a c d (DEECD, 2018, .72). I e e , e e d c e a e d e a e e c d e e c e a d d e a d e d d a c d e d e a d c a a c e e d c e a a e e c a e c a e e d a a c e e a e c -c a c . S e c a e e d a a e d c a d e a c e a b d a d b c e a . I d a e a e a e e a a e c a d c e a a d e e e a e a c e a c d e .

Theme #3 Gender Diversity

T e a e e d e d e d a d e e a e e a e a a c e . T e a e a e a c e e d c a c e a e e a e a e e a a e e d e - c e a d a d a e d e - b a e d a a b c d e a d e a . T e c c e e d c a c d e a e c e a e d e - c e e a e a e e a d a c c e . E c , e a e e e c e d a c c e e d c a e a c d e c e a a b a d e e d e a d e d e , b e e e , a d e e c e d e d e a d c e a e d c a e a e e e c a d e a a a d d e e d e - e a e d a a d e e e . T e c e e d e e a d a b d e d e d .

Theme #4 Accessibility

T e a e e e e c c e . T a c c e e a d e e a e a d d e e c a b a e e a e e e . T e e a e a e e c e e a c d d e d c a e , c a L M a a a d M a a M e . E a e e e c d e e d e

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e ca ace (d a d d), e e, a e a a a a b e c d e
 e ace , a d e e (c e d e a d e) a e d c d e e e e e, e e d
 e a a d a e e a ac e . T e e e e e a c d e ' e e e c e a e
 e c e d a d a e d , a d a a c d e a e e a b e a c c e e c e a d a c a .
 I a a a a a c c e e c c a b e e e a e a d E C E d e a d b e e
 e d d a c d e e e .

Theme #5 Equity

E d e e d e a e a e c e a e , a b e e a e e
 e a e c a e e c a e d b d c a a c e , a , a c c e , a
 a c b e a a c e a e d c a a e a c e , e , a d c e (D E E C D ,
 2018, .77). T e a e e e d e c b e a c d e a e e a e e
 a c a e e e a c d d e d c a a a c e . T e E C E a e e b e
 b e , e e c , d c e , a d e a e a , a d a e c e a
 a d e e e c a a c e , e a e a c e , a d d e e d
 e e a c d e a e e a b e e a c a e . T e a e d c a e e a
 d e c a , c a a c a c d c a e b d , e e e b a e a
 a e e c d e a d a e a c a e a c d d e d c a a .
 W e e d a e e a e e e a c e d c e e c , e
 c d , d e e e e a (. e . c a , e , a c e , e d e e e , d a b) ,
 a c c e b a d e a b e a a e a e , e N a S c a e a e a a e
 a a e b e e c b d a a .

Sub-theme: High Quality

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A S b-T e e H -Q a ed ca e

Table. 3:

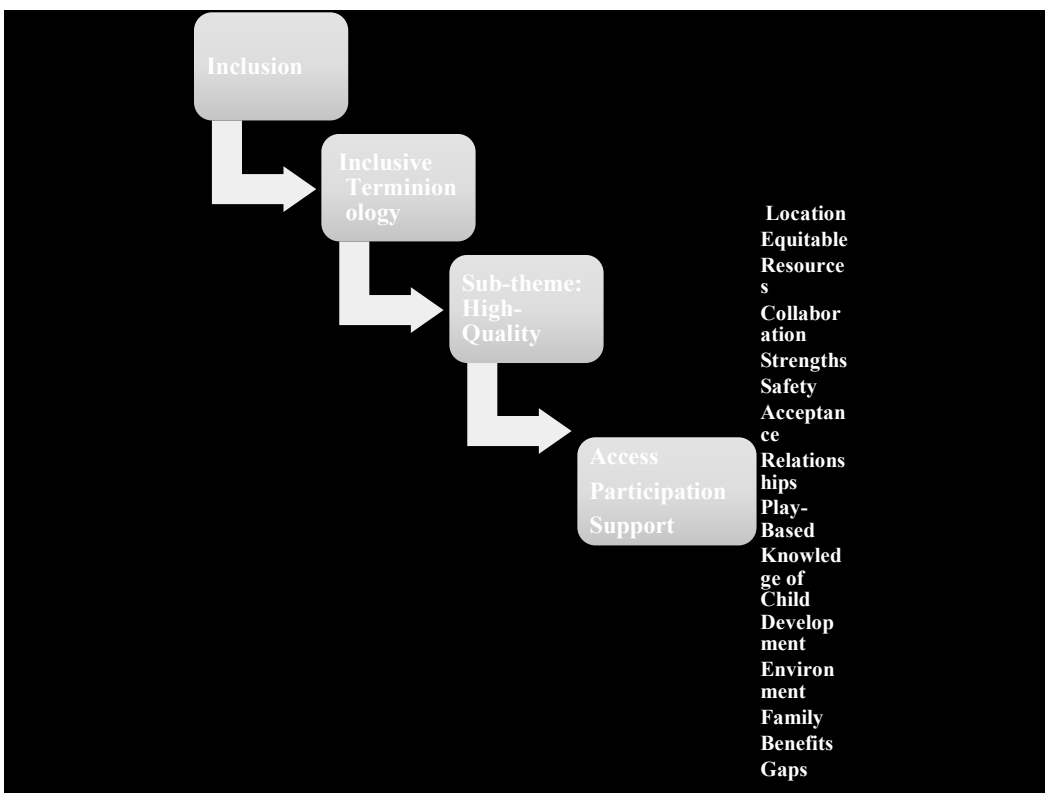
(2018)

T e NS a e e d ca e a ded a c e c e ea
c d ded ca ac ce a dc de e c ea ac ac e e e e - a
ea c d ded ca .T a e a N aSc a a a e ea c d d
ed ca acce b e, a dab e, a d c e a a e . H - a ea ea

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a a e e da e ea a d de e e . T a a
 ded ed ca e c de e -be a d c de e e ,
 ac e ed e a a d de e c e a -ba ed ea a d ca e a . A
 e ec ed ca ec e e ed e a e ad e e a
 a da d e a ea d e a de (DEECD, 2018, . 51). O e a e a a
 ed ca a de a e e ac a ec c c c . F e ec c
 b- e e a a e a e eda c a e a eda d acce a c a
 a de ed be (See F e 2). I e e e e c d c c a a e a a
 C a e 5.

Figure 2



Conclusion:

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T e d a e e e N a S c a e a e a a e d c e a e c
 a e d e e c d a a c , e d e d e , a d e a b e a c c e
 a . T e e c e e e a e d e d e b d a - a e d c a a
 e e e e e d c a a e a e d d e a c e e d a c a a e a d
 d e a d e d e e e e d e a e . A I a a e e e c a a d
 e a e a e a e , I e e e c e e e e N a S c a e a
 e a c c a e a e c a a e a a . T a a
 c a a a e a e N a S c a e a e a c c a e a e e e
 e a c e d e a d a a e e a e .

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**Chapter Five: Comparison of Frameworks of Each Province/Territory in Canada to the
Nova Scotia Early Learning Framework**

Qualitative Comparative Content Analysis:

The table below compares the inclusion terminology used in the Nova Scotia Early Learning Framework (2018) with the frameworks of other provinces and territories in Canada. The table is organized by province/territory, with Nova Scotia as the baseline. The table shows the presence (Y) or absence (N) of specific inclusion terminology in each framework. The terminology used in the table is: "Rights of the Child", "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality".

The table shows that the Nova Scotia Early Learning Framework includes the terms "Rights of the Child", "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". Other provinces and territories also include some of these terms, but not all. For example, Ontario includes "Rights of the Child", "Disability", "Diversity", "Equality", and "High-Quality". Quebec includes "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". British Columbia includes "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". Alberta includes "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". Saskatchewan includes "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". Manitoba includes "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". New Brunswick includes "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". Newfoundland and Labrador includes "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality". Yukon, Northwest Territories, and Nunavut include "Disability", "Diversity", "Accessibility", "Equality", "Equity", and "High-Quality".

Table.4

INCLUSION TERMINOLOGY	NS	NB	PE	QC	ON	MB	SK	BC	AB	NL	NT	YT& NU
"RIGHTS OF THE CHILD"	Y	Y			Y		Y	Y	Y		Y	
"DISABILITY"	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
"DIVERSITY"	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
"ACCESSIBILITY"	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y
"EQUALITY"	Y	Y	Y	Y	Y		Y	Y	Y	Y		
"EQUITY"	Y	Y	Y	Y	Y		Y	Y	Y	Y		
"HIGH-QUALITY"	Y			Y	Y	Y	Y	Y			Y	Y

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“INCLUSION”	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
“INCLUSIVITY”	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
INCLUSION POLICY											

A e ed a e be e , e ba c a eac a e eac
 ce/ e d c c e a ed, a ed, a d de ed N a
 Sc a a d a a e .I a ed b e c e ac a e a d
 e e a ed eac a e a d e c e ea e c e e e
 e e e N a Sc a ea ea a e (C a e F). Ac c a e , e
 d d a ce a d e e a e c a a e a a ed N a Sc a a a ea e
 a -de a a ea ea a e a c .

New Brunswick (NB): Comparative Analysis with the NS Framework:

T e Ne B c (NB) a e e ded e ea a ce a ab
 c d e ea a d ca e a e a d a e a a d e ce de ed
 c d e a d e a e (.183). T e de c d e N a Sc a (NS) a e a d e
 NB a e a e a a e b d ca e c d e e e e ce ca c e a d
 c a e ee e a c de e c e, e ab e, de c a c, a ab e
 ac ce , a d ca e b (.52). T e NB a e a ad a a
 e e d e NS a e a a a e a e C e T e e #1: I c a d e R
 e C d. T e de e e a e de c e NB a e
 c c de e e : ca c e, c a e e, c e, e ab e, de c a c,
 a ab e, ace, e , c e, a a e, ca , ec c a , e de , e a e a ,
 ab , a de ab e e a (.1). I e a e a a d d a a e e a

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a d , a d e acce a ce a d a c a a c d e a d a e ac e e e e (.1).

T e NB a e a a e NS e a e a ce e e e ce be

ec ed a d a ed, c d e ab e acce e ce a d a c a . ECE Ne

B c a e be a a d de e c e a -ba ed ea a d ca e

a . T a , e NB a e d ca e e c ca a ce c ab a e

e a . S a , e NB a e e a e e c e be e a a d d a a e

e a a d , a c d e a d e a e acce a ce a d

a c a e a . T a e N a Sc a d c e , e e ,

e a e d e ea e b d a ab e ac ce . T e c ce

a ab e ac ce e a ed e N a Sc a a e .

T e a ab ac ce a a L e a . (2019) d ca e e e

e e a ce a ab ea c d d ed ca (ECE). S ec ca , L e a . (2019)

de e eed a e a eda a a ab e a a ea c ea e a e

ac ce a d ca e ab a d c e c eda e e a ce e de e e

e e.

M e e , e NB a e a e c ce ab e a a a c d e

ec a eed , ab a c d e , c d e e , c d e e a , a , a d

e ee a e a d a e e de c . I e e a c de e a d

de e e e ed e c ce c c d e a d e a e .

M e (2017) d ca e a c d e e a e c de ed be a d b e ab e

a a da , e dec - a ca ac a e ed a e ac , a

c d e a e e d a ec ed b e e ec e a ad (.2). Pe a

c ca e e be a ba , e ec ed a e a ed c

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ea a d a caed a e a ad e e c e , a e a d ad a a e a d
 e a / ca ea ed ca a c a a d ea a a a (M e , 2017,
 .2). G e abe ca e c , c a e a a e , a be
 de e e e ed (M e , 2017, .2). T adde d a e d ec e NB
 d c e ad e e a ac adde e a e N a Sc a ea a e d e
 a e c ce de e e e ed . T e a e c e a c
 a a a e NS ea ea a e be e e a add.

Prince Edward Island (PE): Comparative Analysis with the NS Framework

T e
 de e c a e e ec a d e a , ca , e a , c a , e , ac a ,
 a d c d e (F a a a , 2012, .169). B e PE a d NS a e d ca e a
 ECE a d d ec ea ea ce e a e c ca e a c e ea
 c d d a (.33). B d e NS a e , e PE a e ea e
 e a be e e e a a e e , c d c d e ec a eed ,
 d a d e b e a e a a d e e a e be c . T e PE ea
 ea d c e ad e a C e T e e #2: D e de ed e NS d c e a d
 ed C a e F . T e de e e a e de d e e PE
 a e c c de e e : d e e ce , a e a d be e , c e a d e c ,
 a a e , ab , ed ca , e e e e ce , c ec c a , a , e de , a e , a d
 e a e a . Ke c e e d e PE a e : e e ec a d
 e e a a c d e a d e a e c c de e e a
 a d e a e a . T e NS a e d e e a e ec c e
 ea e c ce c a e . M e e , e PE a e de

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e Occ a a S a da d a e ECE a e e ed c ce a d
ced e (.33). U e N a Sc a, e PE a e de a e ce e ce
ec e ded c e e a (.35). T e add e ec e da
a e ce e ce e NS a e c d e a b d e a a e e e
de a d c a ECE e ac ce c N a Sc a. T e e
d ace a e a e eed ac e c a e
e a ce e ab c d e d ab e a a d c a
e . S ec ca , e PE a e e a ECE de e c a ac ce
a de e , e e a , a d c ee e . A a
e NS a e e a e PE a e add e e e eed ECE e
c ce a d ced e , e PE a e ea e de e ECE
e a de c e e c c d e a d e
a e . I a c a , e PE a e e ECE e- a e e c e
a c d e e ac e ec c c ee ce
c d e d ab e a d b d b d e be ee c d e d ab e a d e ca
de e ee . T a , e e a a ab e a e e e a c d e ce e
a c e e a ECE a be e e a add e N a Sc a
a e e a c e c . T e e c de:

- a e e ac e ec c c ee ce c d e
d ab e
- a e e a e a e b a e a d a a e e a c d d a
- a e d a d a c a e a de a d a d bec e ed a a e e
a d ec e
- c d c e a b e a
- ee e e e e ced a a d e a e ce
- e bed e c d e d d a b ec e e c a ac e a d
e

INCLUSION IN CANADA: A CONTENT ANALYSIS

- de , e e , a d e a a e a a e e a d a e e a
c d e e ac ad a a ce
- b d b d e be ee c d e d ab e a d e ca de e ee
a d e e e d

(F a a a , 2012, .35)

T e PE a e a adde e a c ce ab e a de ECE a d c
e e a c c d ac a a ba e ed e a d a . M daca e a . (2016)
e ed ca a ea de ab c a ea e e e e cac a da e
e e e e ce a a e e de d ab e (.148). S a , R e e a .
(2020) e ed ca de e e e c , e ec a e e
e e a c e ac ce ba ed a c e . I add , e PE a e
e c b ac c a ed acce add a a a a e
a ca , e a a d c a , e ce c a , c
eca a d a e a e e a e a ba e e ec e c e ac ce. T
a e N a Sc a a e , e e , e PE a e ea e
c b ac a e a ba e a ac e de a d c
ECE . N a Sc a d e c ce a d e ac c e e a
ECE a e .
T e e NS a e c d add e a de e e e ,
a , a d e ce ec c c ECE acce e e e e a
ba e a c de e e a a d ac ce c d e a d e a e
ea c d d ed ca N a Sc a . R e e a . (2020) d ca e ed ca be e a d
a de a ec ca e e cce c e ac ce ce ed ca acce a ce
c e ce e a ec e c e e e a (.1). I a e

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a ce beca e b N a Sc a a d P ce Ed a d I a d a e e a e a
 e ECE de e e e , a ed e e e ce a d e a ac a
 e e c a c d e a d e a e ea ea ce e .

Quebec (QC): Comparative Analysis with the NS Framework:

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ECE c ab a , ea a d e e e ce a a a d d a a
 c d e a d e a e . S c e a . (2017) e a c ab a e c a
 e e e e a ea e be e e e a eac d d a c d
 (.938). S a e NS a e S b-T e e: H -Q a , e QC a e e

d e a e c c a c e a - a e ab e :

- e a e e ac be ee c dca e e e a dc de ;
- e a e e ac be ee c dca e e e a d a e ;
- e c a d a e e ;
- e c a d d e eac e e ed c d e

(G e e Q ebec,

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(2014) c e

acce b e, a dab e, a d e e a a c ea ea
 a d c dca e e (.31). S a eC eT e e#1: I c a d eR eC d
 eN aSc a a e , eO a (ON)ECE d c e a eU edNa
 C e e R e C d. S ec ca , e O a a e e e
 C e a d a e a c d e a e a be eca , c d ec
 (e ., ab e, e a , a d a b a ce), (e ., ed ca , ea ca e,
 a d a ade a e a da d), a c a (e ., e c d e ' e a d e ec
 e e ca ac e), a (e ., e cea a ac e a a e ea e e
 c d), a d ec c ec a d e ab e a (.10). T e e e
 ec a d ed eON a e a e e e e e
 eNS a e e e e C eT e e#1: I c a d eR eC d.
 T e a eNS Fa e c d a ea e e a de e e e ed
 e a eC eT e e#: I c a d eR eC d a ed
 d c e a e eca ea de e e e ed (.e. e). T eON a e
 ab c de eac c d ca ab e a e a e e eed a d de ce ce (.26)
 a d a a e NS e e e ce b d c d e e . T eON a e a e
 c b e e a a e e ab e c a , e c d e
 ea a c d e ec a eed a e da ce, b eac e e e
 a c d e a e e e a e a c a a d e c e (.33). T e
 ON a e e e c a e e a e a c dca e. S ec ca ,
 eON a e e a e e c e e a e e c d a e
 ac e a d ea a c a ec c a d cc be d e e

INCLUSION IN CANADA: A CONTENT ANALYSIS

each child based on the results, about 25%. Participants, each
 and, a content analysis of the data revealed that the
 evidence base for the content analysis is limited. In
 the area of the content analysis, the results of the
 analysis of the content analysis are as follows:

- Principle 1: The results of the content analysis, based on
 the results of the content analysis.
- Principle 2: The results of the content analysis are as follows.
- Principle 3: The results of the content analysis are as follows.
- Principle 4: The results of the content analysis are as follows.
- Principle 5: The results of the content analysis are as follows.
- Principle 6: The results of the content analysis are as follows.

(Ontario Ministry of Education,
 2014, p. 10).

The data collected from the content analysis of the
 content analysis of the content analysis of the content analysis
 are as follows:

Manitoba (MB): Comparative Analysis with the NS Framework:

The data collected from the content analysis of the
 content analysis of the content analysis of the content analysis
 (2011) are as follows:
 The results of the content analysis of the content analysis
 of the content analysis of the content analysis are as follows:
 The results of the content analysis of the content analysis
 of the content analysis of the content analysis are as follows:
 The results of the content analysis of the content analysis
 of the content analysis of the content analysis are as follows:

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e ac , a d e e a a c d e e a (.12). T a , e ac e
 a d ea a c a b e e c d ba ed d d a ab e a d eed (.12).
 S a c eda e N a Sc a (NS) a e , e c de: d e ,
 a e , c a c , a d ac e a d ea a c a a c d e e
 c c . H e e , e MB a e a ea e a ed a d a e
 e e e ce a a c ca c e c . T e a ed a d a e
 e e e ce a d ed e c d de e e a c c e MB a e
 a d add e e a ce ECE be d e e c e c e de . T e MB
 a e ace ec a e a e C e T e e #4: Acce b a ed C a e
 F . A e NS a d MB a e b ad e C e T e e #4: Acce b , e MB
 a e ea e c d e a ab e a e a acce a c a e
 ea ea c dca e a a c e a acce be d e
 e e a . T add e e e e e e be d acce b
 e NS a e a d ca e a a acce be ea ace e ea
 ba e ea . F e a e , e NS a e add e e ba e ea , c
 a c ca ba e , a d a ba e , ca ba e a d c a ba e .

Saskatchewan (SK): Comparative Analysis with the NS Framework

T e de c Sa a c e a
 (2008) e e ec e e a d e c c d e
 a e e ea e e e e c d ab (.27). T e Sa a c e a (SK) a e ad
 e C e T e e #1: I c a d e R a C d a d dec a e c d e a ea a ,
 a c c a d de e e (.3). I e ac e SK a e
 ea e e e e c d c ca e a d be ea d a a c a

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c e e a c e ac ce a d e e a a e beb ECE .
A e C e T e el: e c a d e () -128.8 () 0.2 (e) 0.2 () -128.7 C () 0.2 () 0.2 d

c a a e a a a (c) 0.2 () 0.2 () 0.2 () 0.2 (c) 0.2 (a) 0.2 () 0.2 e AA ab(a) 0.2 () -0.20.2 () -

ee e e

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a e a c e de a d d ab de a e a e ed ed a
 We e ed ed ca a ac . T a , e c e e be d e c e de a e
 ed e c ce d ab a a d d a be a e a e d ab a a
 c a c c . I e e , e (2019) a
 c ad c de d ab a e e e ce a I d e a d d ab c
 c e a ed ca de . T e c a d de c c d e '
 a e eed I ca d a c d' , a c d ca d a (Pa c a ,
 a c ed BC F a e . Ab a C d Ca e S ce , 2017, . 30)

T c ad c ea e a ce e da e a e a
 d e c ECE a e . I ca e NS a e ee a e e
 c e e a d ca e a d ab de e a . G e e NS
 a e a ed a e c -c a c e , d be e de e ca
 de d be a be e a c . T e ca de ad de e a d ab a
 c a c c a d a ce e be e ba e a c de d ab e
 e e e ce (O e , 2013). I ad de e e e e e e e ba e e a ce acce
 ed ca .

Alberta (AB): Comparative Analysis with the NS Framework:

e a c e ee e ab e c d a
 a c a ac a e [e] de e a d ce a e a d c ca e a d e ab
 e ca d a d a a a c a e (Ma c e a . , 2014, .21). T e AB
 a e ad e C e T e e #5: E d e NS a e a e a
 acce c de a d a e ce dec a . T e AB a e a e e

INCLUSION IN CANADA: A CONTENT ANALYSIS

c d e e e a e , e , c , ed de c a c c e , e
 ea eac e , a d e a ced b e eace e e (.21). T
 d e e AB a e e a ce c e, e c a d e c
 e e e e ce a ca a e e e e ce a ea c d d e .
 S ec ca , e AB a e ad e Va e I e Fa c e de
 a a a c b a e e a e b d e e e e b e
 a c e , b , a d ad , ace e , a d , e e , a e e b e
 a a c b a e e :

ca a e a ce a d ca e e be
 add e e be c ea ad
 c a a c d e
 c a c e be
 d c , c , d b d a d e ce
 a ec e a ce e

(Ma c e a ., 2014, .258).

T ec c de a a d e e e ce e a e a e a a e NS a e .
 N ab , e AB a e d ca e a eed e ca e e a a a e c d e b
 c e, ab , e de , c ec c a e a ec e a ce
 c c a ce a a a e e ec a ed a e ece a e e c d e
 e e e ce cce a c ce a a d ea c d dc e (.21). T
 a d e e NS a e a c d be added add e ec e d d a
 e e e ce a d e e e e de a d be e e de d e e e e ce (.e.
 c e, e a e, c -ec c a).

Newfoundland (NL): Comparative Analysis with the NS Framework:

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Ne d a d a d Lab ad

(2019) de e c a e e acce a e a e a a

e be .T de d e e c ce a d e , ece a ace , e de ,

ab e , e , a d c ec c ac (.44). S a e NS a e , e NL

a e e c a e c d e a e c a e e a d e de e .T e NL a e

a N a Sc a C e T e e #1: I c a d e R a c d c a a

e be e e e c d a be a a c de a a a e d , (U ed Na

C e e R e C d, A ce 3, Sec 1). T e NL a e a ea e

a ea ea a e de ECE a e e d e a c a d

d c e c d e ea ea ac a ea e e .T a , ea

ea a e de ed ca a a a d e a ea

ea a .T e NL a e d ca e a e e e a a ea ea

a e e c a e a d e c e c a a d a a d c e ea

ea a c d e (.2).

I d c ce a e a a a d ba e a e a e , a d

e e e c e ac ce a d de a d a ECE a d e .A a e

NS a e e a e NL a e d ca e e ECE e b ad a

c e a ac a e acce a e ce c d e , e NL

a e ea e e e eac a a ed:

de e ec , acce a ce, a d e e d e e ce; e a e d e a a ec

c d e ' ea e e e ce; be e e c d e ' e a d e a

a a d d e e ce a c d e e; ce e b a e d e e e da a

a ; e c a e c d e e e e a a e a e a e; e e

a , c , a d e a a c e; a e c d e a a e e e e ,

e d ce, a d d c a a d de e da a e ; a d c ca e,

c ab a e, a d a e , e e a a e, eac e a d e ad

INCLUSION IN CANADA: A CONTENT ANALYSIS

c d e ' c

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Northwest Territories (NT): Comparative Analysis with the NS Framework:

T e e

(2014) c d e a e e be a e, a a

e de e e e e a , cea a e e e e e , e a e ,

a d e c e (.37). T e N e Te e (NT) a e a N a Sc a

e a ea e ab e acce . S ec ca , e a e NT a e c de cea ed

acce b a d a c a , e a ced a a , e ce a d , a d ed

e a a d c ab a a a ea c d d de e e e (.23). B d

NS a e a d c ce acce b , e NT a e d ca e a acce b e e ce

a e be e ec e, a d ea c d d de e e a , e ce , a d be

a a ab e e e c d (.27). T a , c e de e bec e e e, a dab e, a d

ee ed e e eed a c d e a d a e (.27). S ec ca , e NT a e d ca e

a a a e e e e a e e d ad a a ed a - .

D ad a a ed a - c d e a d a e acce add a e

eed e e e e be d (.27). P ac ce c de a de e ce de a d

dec - a e e a d ad a a ed ca a ed c d e a d e a e

(.27). I a be a e a e NS a e d d c de e e ca

a ed c d e a d e a e . T e NT a e ea e a a

e e ca be da , a a , a c e e ca . M e e ,

a a d e ce d be - a a d - ea e (.27).

T a a ed e a ce e e a ba e c e de e

a c d e e a e acce a NS ea c d d a . T a e e

a e a e de a d ce e acce . S c a a de

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c ea ed e a e a d a e a e e c d e ea a d e
 a d b d de a d c d e c ed de e e a e a d
 c e (.24). Se ce a c c d e e e ec a d
 a e a c a c e a .

Yukon (YT) and Nunavut (NU): Comparative Analysis with the NS Framework:

B Y (YK) a d N a (NU) a e e
 (2017). B Y a d N a a c e b e e
 a d c ea a , acce b , a dab , e b , a d c ea ea
 a d c dca e, c de a e e eed. T e a e e ea ea
 a d c dca e e a e be e ec a a e a d c e a d a c a ec e e
 e eed F e c a d E c c e a d e de ed b
 ce a d e e e ac a , a d d e e e (.4). T a e
 e ded bec e a e edde e e a e a e a e d e
 ea ea a d c dca e (.7). T e a e ca a e e ac ed e e
 a ac ea ea a d c dca e Ca ada a d e e ec e
 ede a / d e a e e edde e e a d e e a a d e
 ea ea a d c dca e a e , ede a , c a a d e a e e a ee
 d c e a d e a e . T e YK a d NU a e dca e e e a e
 a c d e add a eed be e a c a ea ea a d
 c dca e a (.8). T e be c d e be e a c d c de b
 ed : c d e F e c a d E c c e , d e
 e e - e e e, ece a a d e ee (.8). S a e N a Sc a (NS)
 a e C e T e e#2 D e , e YK a d NU a e dca e a c e ea

INCLUSION IN CANADA: A CONTENT ANALYSIS

ea a d c d ca e e e ec a d a e d e , c d e a d a e e e e c
 e ab c d e a ab e . I ea e C e T e e #4 Acce b , e
 YK a d NU a e a d ca e a acce b e , a d a b e , a d e b e , - a ea
 ea a d c d ca e d b e a a a b e e d c d e a d a e a eed .
 T e S b - T e e : H - Q a d e NS a e a a e YK a d NU a e .
 T e a e d ca e a - a ea ea c d ca e de c ea ea
 e e e ce a d e e a d e c d e a ca a b e , c e e ea e e a
 a d a e b d b , e e , a d e ec ea (.4). U e e N a Sc a
 a e , e e a e d cea de e e e e a , e a , e . T e
 YK a d NU a e a d e e c eda ab c . T e e a e
 d d c d e e e c d e eda . T e e a e cea de
 d ab e , ec a eed , add a eed , e e a e . I a b e
 e e a e a ec e da e Y T a d NU a e ed a e
 e e ec e Ca ada d e e a d c a ab c (.8). T adde e e
 e e a ce c d c a e e eda a e .

Comparative Content Analysis Key Findings:

F a , I e d a e e ed e da a c eced e e e ,
 a d ee c a a ec e a a . A a e c a a ec e a a , a
 e e a c e ab c N a Sc a e e ed . T e e b e a e e ea
 d . See e Tab e.4:

Table. 5

Ke F d

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-
- N S ec c P c : a d ab c c e c d eac
ca/e a a e Ca ada.
 - I c e ce d ab e e a e ;
de a d c ea c d d ed ca a d e a
eac e . A e NS e-ca d ab e .
 - C e I c Te : S e a e a e e c
eda . NS a a d a eda c
a e . A a c de a c
e a ea a .
 - P e a a a a e e NS a e ; a ab ,
de e e e a , e a de e e , de
a , a e a c , c e c , ec a ed e ce .
-

T e d d a de e ec e da c a e e N a
Sc a ea ea a e ee ab e c e acce c de a d e
a e . P e a a d e NS a e a e ec e da
e e a ec e a e c ea e e ab e, c e ea c d d
a c de a d e a e . A I a a e e d
d , I e e ec e d ec a a ea a eea ea c c
a e a a a ea e N a Sc a ea ea c c a e a e
e e ea c e de a d a a e e a e . I e e
ec e da c a e e N a Sc a ea ea a e e
e ab e, c e acce c de a d e a e e C a e .

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Chapter Six: Recommendations

Introduction:

Canada's education system has been a source of pride and success for many years. However, in recent years, there has been a growing concern about the quality of education and the ability of the system to meet the needs of all students. This concern is based on a number of factors, including the increasing diversity of the student population, the changing needs of the workforce, and the increasing pressure on schools to perform. As a result, there is a need to re-examine the current system and make changes to ensure that all students have access to a high-quality education.

One of the key areas for improvement is the early childhood education (ECE) system. Currently, there is a significant gap in the number of ECE programs and spaces available, particularly in low-income and rural areas. This gap is a major barrier to the success of many children, as early education is a critical period for cognitive and social development. To address this issue, the government should invest in expanding the ECE system, particularly in underserved areas. This could be done through a variety of means, including increasing the number of ECE programs, providing subsidies for parents, and training more ECE workers.

Another key area for improvement is the teacher workforce. Teachers are the backbone of the education system, and their quality has a direct impact on student outcomes. However, the current system of teacher education and certification is outdated and does not adequately prepare teachers for the challenges of the 21st-century classroom. To improve the teacher workforce, the government should invest in reforming the teacher education system, including providing more opportunities for alternative routes to certification and providing ongoing professional development opportunities for all teachers.

Finally, it is important to ensure that all students have access to a high-quality education, regardless of their background or location. This requires a commitment to equity and social justice in education. The government should invest in programs and services that support the success of all students, including those with special needs, students from low-income families, and students in rural areas. This could be done through a variety of means, including providing targeted support services, increasing the number of schools and programs in underserved areas, and ensuring that all students have access to the same high-quality curriculum and resources.

In conclusion, the current education system in Canada is facing a number of challenges that require a comprehensive and systemic response. By investing in the ECE system, reforming the teacher workforce, and ensuring that all students have access to a high-quality education, we can ensure that our education system is meeting the needs of all students and preparing them for the challenges of the future.

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e c d e a ea a d e ce e e e e e e a c e e
 ea e (A a a De a e Ed ca , E e a d W ace Re a , 2009,
 .13). B a c d -ba ed a e , I a a a I ad ca e c ca
 e ec e d d a c a eda a eae e d e e c d a d e
 a e d e ab e, c eacce a c d e a d e a e ce e
 N a Sc a.

(e) 0.2 () -30.54 d Sc a e (a) ITJ E14 Q (a) 28.503209 0.50396 594.9922 774.9922 e W /C 1 c 00 0 c

J E T Q Q 8.50371 a 8.6339 06 594.9922 774.9922 e W /C 1 c 00 0 c 0.24 0 0 0.24481.60334357.93761 c BT 50

2020) d a e a 24.7 (a) 2 () 0 2 () 0.2 ce e 24.7 (a () 0.2 (24.7 (a () 0.2 e) 0.2 () 0 2 () - 38.1

d ed a () 0.2 () 0.2 e a d a e

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b a d ec c,c c ee c e ec e da e a c c e eda a d
ac ce e ce N a Sc a.F e ec e da a e a ce c e
eda a d ac ce N a Sc a' ce a e de ed e e d
c a a ec e a a .

Policy:

W e I e e a e a e N a Sc a ea ea ea
a e ac ed a c e c , e ea c a e ee a ce a d c ca a ce
de e a c e c . T e e e de e a ec c ea ea c
ec a ce A ce 23 e U ed Na C e e C d R
(P e a ., 2019). A c e c a e e a a c de a e e acce
c dca ea d acce a a a e c ea d e eed a ea e e a de
d ab , e c , ace, a e, a d c -ec c a . T a , e de e e a
c e c ac e d c e a a d c de
a d e a e ce a de e a a a a ee ab e a d acce b e
c de a d e a e . Ca a a e a . (2017) e a de ec e a d
c de , e cea e ec e c e ca be e e c ed a d
e ec ed e bedded c a d ac ce. T c a a e a a a e
a ce ea c d d e a e ce N a Sc a c ca e ec
be ac ce e de e e e ed .

I a a ce e N a Sc a a e b acc ab e a d e b e c ea
e d d a ce e e e a c ECE . T

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e d be de e ed a ea e e acc ab c e ac ce a ECE
ce e ac e a d e e a a d ac ce c
a c de a d e a e .T e
(2018) c ea ed b N a Sc a de
ec e da a c e e c ce acce , a c a ,a d c
e e a a de a de e c ce .Ea c d d a a
c de eac e e c ce ; a eac c ce ea ;a d a ce
e (2018, .46). T e de e a ed ca a ea
c d d ce e d c a ec ce ea a d e e de e e
a - c c a e e e a b ec e (.46). T e a a e
c a c de ab ea ec c e a d ed ca ea ab c d e ,
e ea c d e , a e ,a d e e a c cea e a c ec e
ea c d d ed ca a (.47). I c e c a a e a a ,I e
a e acc ab c e ac ce e .I e e eed cea ed d c e a ,
e a de e e a d a e a e a a a e a ea
c d d ed ca a d e de a d a d e e a c e ac ce.

Marginalization of Children:

C ce ab e a a a de e e e ed a e a a I de
a a .C e a c e a a a ea ea be e e a
add e N a Sc a F a e .E c , d be e c e a e ec e
a c ea de e e e ed c d e a d a e e cea d de e ec c
c c a a e ec e e d e c d e ce e .F e a e ,I d e

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c c , c a c a e e eda e e da ac ce a d
c e b d a c d e e ea e .T c de a ec e e e
a da e ECE a e d ea a e de ac e a
e ec ed e ede a c e ce e .W , c ca a e ec e
a a e ed ac e d c e a d e a a e e ec e a de e e e ed
. A e ed e , d ab c ced ed a e ed ca
de a d e e a e e e ee a e a a ea de a de a a
a c -c a c e , a e e ca de d ab .F e , e e a e e e
e a ce I d e a a d d , c d e A ce c c c a ac e
a e . T e e add c d be ed a e e c ca e ec e e c e
a ECE de a e.

Professional Development:

I de e eed e ec c e a de e e e a ,
e ce a d e a c e ac ce ECE acce e NS a e .
S ec ca , e e a e e e e a ce e a de e e a e a ea
e , acce b , e de c , a d c a e e e .B a (2020) e a
a - e ce a ed ca ca de e e e a
a ab e a ac e eac a e a a acc d d a
ea e eed (.1). T e e N a Sc a a e c d add a e
a d e ce a c a a e ba e a c e e e a acce ,
e a d c .E c , a ca de a ac c d be a ed e e ECE e a e
ec e ca , c a , c ca a da d a ba e e e a e ce e a d e
a a a a de e e be ac ce . T e e a

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de e e d a e a e a c e e . A ed
 C a e F e e NS ea ea a e ad ed ca de e a
 ca c e e c -c a c c de . Pa a c d be
 ed ca e ECE e d ab de a d a a e e ec e c e
 d d a c de e e e ce . T e e e e a de e e ca e e ee e
 e a c a e ca a d c e c ea c ede e ac e N a
 Sc a ea ea ec .

Consistency and Critical Reflection:

W ea a e c e ECE a , e ab e ce da a e a d a
 c e ac ce e a a de a ca e ac a c ea ea " c
 d e ea ea " (P e a ., 2019, .3). I e a ce c e da a c ec ,
 e e be ac ce a da a a d ce a e a c ede e . I a be
 be e ca ea e a a e ce ee de ed c e a de e ca
 c . T e e e a de e e e ec a d e c ce a e a ba
 (c e c) ca a ea e e e c ede a a e d ec e d d a
 e e e ce. M e e , a ECE e a c ca e e ea d c a e a
 cc da e d d a ea e . I add , c ea e a ace e e ECE
 ce a e e ed be acc ab e a d e e be c e ac ce a e be ed
 a e ce e . T add e e e a be c a e e a a d e acce
 de e e e ed a ed ea e c a e .

Accountability:

I e a e d acc ab ECE a d. I a be be e c a
 d ce e d a e c a e a d a ECE bec e acc ab e e c e

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ac ce ce e . T e e ec , ada a , a d acc da
e a de e e e ECE ea c e ac ce. Kee a da
ac e e a e d , a e e , a d ada a a de a e e e a
acc ab c e ac ce ECE e ce e . I e e e a e e
, d c e a , a d c ea ed b e a be e e ed ea c d d ce e .
S a e e a c de e d c e a a a a cce ac c e ac ce
c de; c ea ed a e c a e e , a a , c ca a e , a d
de e a de e e e ECE N a Sc a. I add ,
e e a e e a c ea e a ab e ea e e c e c a d acc ab c e
ac ce ECE . I a e e a ce e acc ab ea e e e
acce a de ab e c a c de a d e a e ea c d d ce e .

Conclusion:

T e a b a d ec e da b e c a e N a Sc a
ea ea a e a c a c de ed a d d c e ed e
e ab e acce c de a d e a e . I e e ea c e ECE
c ea c de e a de e e e a ea c a d ac ce, c d
c ca e ec be ac ce . Ha -N e e a . (2021) d ca e a a c
b c e e e a e e a ed e eeded e ca
c c a e c ea e e ce a de a e e a c e ce eac ac ce
(.3). T e e a eed de a d ec e a c c e e ed
ea c d d ea ce e N a Sc a. I d a e a N a Sc a ea
c d d d c e a d ad e add ec c e a de e e a
e , e ce a d ea c d d ed ca acce de b d e a

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e a a a a e a e de a d c .T c e e a
 e ed ec , e eed c ca e ec da c e eda ca ac ce a d
 c de N aSc aca c e cea ee e eed c de
 a d e a e ea c d d ed ca .S c a e e a e a
 cea e acce b , , a d c e e ce a c d e d ab e
 e c e .

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e e -e. d

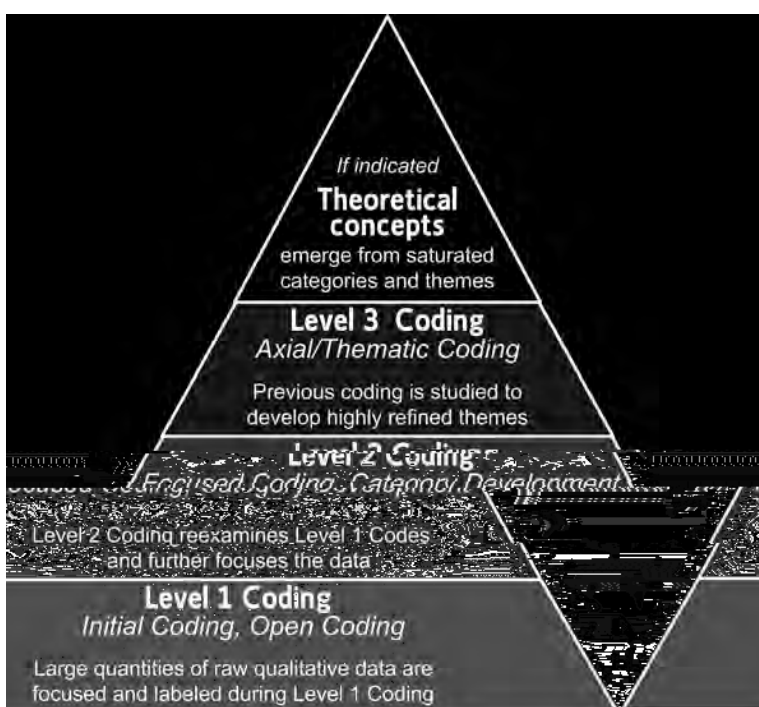
V c a, BC: M Hea a d M C d e a d Fa De e e . (2019).

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:// 2. .bc.ca/ /c e /ed ca - a /ea - ea / eac /ea -
 ea - a e

Figures

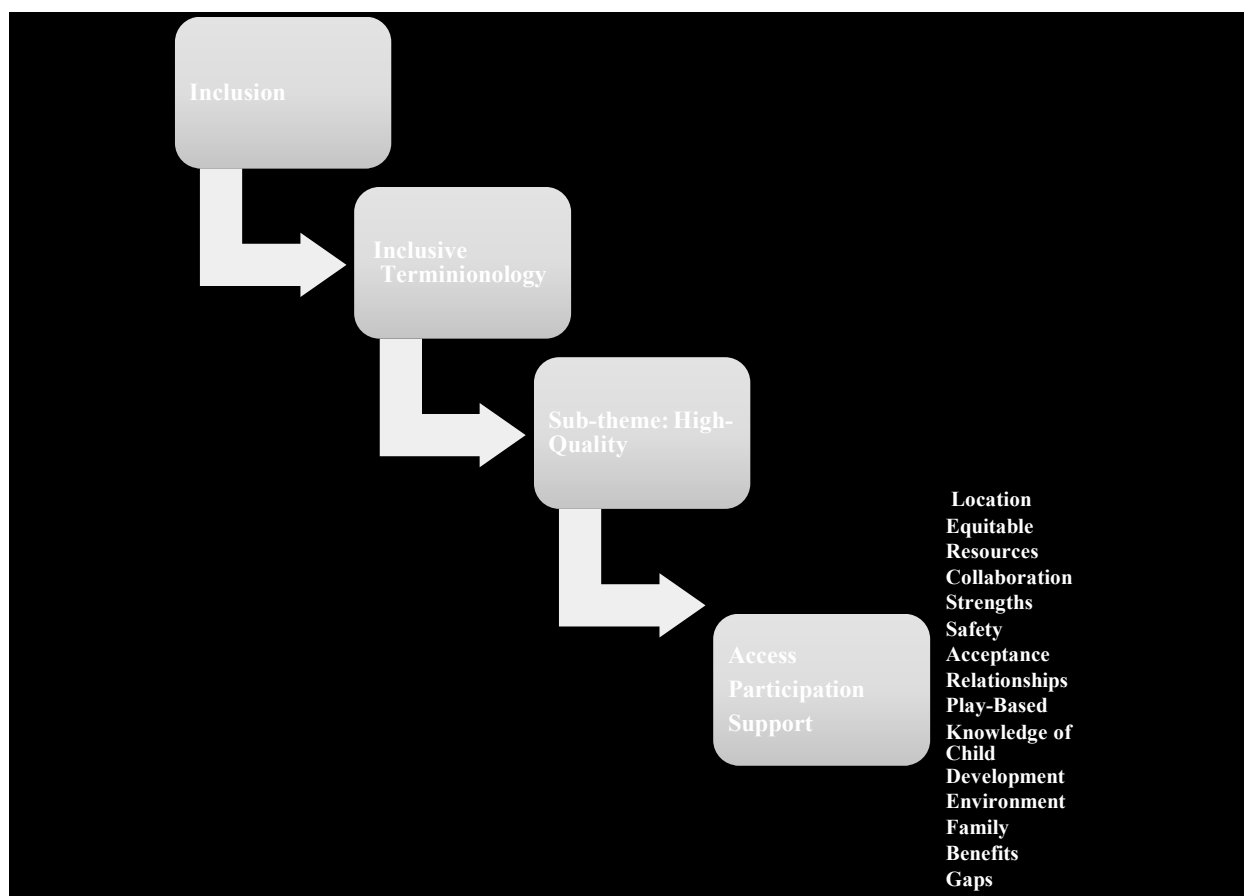
Figure. 1



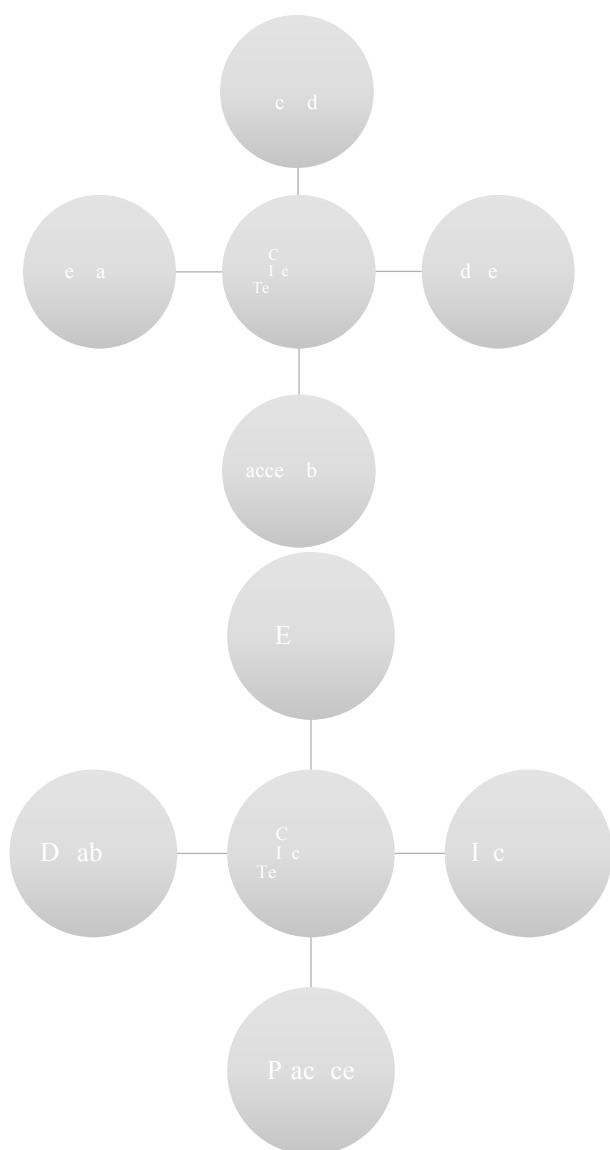
Re e ed
 :// e d . a e b.c /B /d - a a e- e ea c -
 - -c e .

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Figure 2.



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Figure 3.

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Tables

Table.1

Province/Territory	Early Learning Framework
Nova Scotia (NS)	Nova Scotia: Dea e Ed ca a d Ea C d d De e e .(2018). P ce N a Sc a.
New Brunswick (NB)	G e e Ne B c (2008). NB: De a e S ca De e e . : Fede c ,
Prince Edward Island (PE)	F a a a , K. (2012). Ed ca a d Ea C d d De e e . : PEI: De a e
Quebec (QC)	G e e Q ebec. (2007). Q ebec' Q ebec: M Fa a d C d e Q ebec C ,
Ontario (ON)	O a M Ed ca . 2014. O a . .ed . . .ca/c dca e/H Lea Ha e . d . T , ON G e e
Manitoba (MB)	G e e Ma ba. (2011). W e , MB. G e e Ma ba. (2011). W e , MB.
Saskatchewan (SK)	G e e Sa a c e a . (2008). . Re a, SK: M Ed ca .
British Columbia (BC)	V c a, BC. (2019). M Hea a d M C d e a d Fa De e e .

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A be a	Ma c , L., He e , J., L e e, P., a d N. T a . (2014).
	A be a. Ed AB: G e e A be a. .c dca e a e .c (P S a e)
Ne d a d Lab ad	Ne d a d a d Lab ad De a e Ed ca a d Ea C d d De e e . (2019).
Y a d N a	(2017).
N e Te e	G e e e N e Te e (2014).

Table. 2

De
(2018)

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Table. 3

De

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(2018):

(2018)

Table.4

INCLUSION TERMINOLOGY	NS	NB	PE	QC	ON	MB	SK	BC	AB	NL	NT	YT& NU
“RIGHTS OF THE CHILD”	Y	Y			Y		Y	Y	Y		Y	
“DISABILITY”	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
“DIVERSITY”	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
“ACCESSIBILITY”	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y
“EQUALITY”	Y	Y	Y	Y	Y		Y	Y	Y	Y		

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Table. 7

Province/Territory	Percentage (%)	Level of Scale
Alberta	9/10=90%	Level 4, Read, Grade, Scale
British Columbia	6/10=60%	Level 3, Fair, Scale
Manitoba	7/10=70%	Level 3, Fair, Scale
Ontario	6/10=60%	Level 3, Fair, Scale
Quebec	9/10=90%	Level 4, Read, Grade, Scale
Saskatchewan	5/10=50%	Level 3, Fair, Scale
Atlantic Provinces	9/10=90%	Level 4, Read, Grade, Scale
Northwest Territories	9/10=90%	Level 4, Read, Grade, Scale
Yukon	6/10=60%	Level 3, Fair, Scale
Nunavut	6/10=60%	Level 3, Fair, Scale
Yukon	5/10=50%	Level 3, Fair, Scale

As a result of the analysis, it was found that the majority of the studies included in the review were conducted in the United States and Canada. The majority of the studies were conducted in the United States, with 4 studies (40%) conducted in the United States and 6 studies (60%) conducted in Canada. The majority of the studies were conducted in the United States, with 4 studies (40%) conducted in the United States and 6 studies (60%) conducted in Canada. The majority of the studies were conducted in the United States, with 4 studies (40%) conducted in the United States and 6 studies (60%) conducted in Canada.

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Appendix A: Quantitative Analysis

I e a a a e e d a a a e e e d a c e c d
 eac ca/e a a e Ca ada. I e e e e de ed e NS
 a e a a e d d a a e e ce a d e de ed e e e
 e a c : c , d ab , c d , e a , e ,
 acce b , d e , c .

A L e ca e ed a e e e e a ab e c e e . Eac ca/e a
 a e a ed ba ed a L e Sca e O e F e. T e L e Sca e ea e e
 c e ee e de ed c e e a ed Tab e 2.

Table. 2

De

(2018)

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I e a a a e e d a a a e e e d a c e c d
 eac c a / e a a e Ca ada. I c e a e d a d a a e e e eac d d a
 a e e ce a d e de ed c e . T c a a e ac
 c a be a a ed be ee eac ce a d e de ed e e ab c .

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1. N C e E de	2. M a C e	3. Fa C e	4. Re e a , G d C e	5. H Re e a a d E ce e C e
D d a e a e c e :	Had 1-3 c e :	Had 3-7 c e :	Had 7-9 c e d e a e :	Had a 10 e c e e e d e a e :

A ca c a ed e ce a e c d ced ba ed a e ab c a eac
 a e add ded b e a be e d e e e ec e a a .
 T a ed e ce a e e a c a e c eda , ac ce, a d c e
 d e a e eac ce/e Ca ada. T e c e
 e a d eda c e d eac ca/e a a e a a
 c de e eed e c ea ed e e a ca c
 ea ea e . See be ab e.7 d :

Table.7:

P ce/Te Ca ada	Pe ce a e (%) Re	L e Sca e Ra
N a Sc a	9/10=90%	Ra ed 4 Re e a , G d C e e L e Sca e
Ne B c	7/10=70%	Ra ed 3 Fa C e e L e Sca e

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P ceEd a dI a d	7/10=70%	Ra ed 3 Fa C e eL e Sca e
Q ebec	6/10=60%	Ra ed 3 Fa C e eL e Sca e
O a	9/10=90%	Ra ed 4 Re e a , G d C e eL e Sca e
Ma ba	6/10=60%	Ra ed 3 Fa C e eL e Sca e
Sa a c e a	9/10=90%	Ra ed 4 Re e a , G d C e eL e Sca e
B C ba	9/10=90%	Ra ed 4 Re e a , G d C e eL e Sca e
A be a	6/10=60%	Ra ed 3 Fa C e eL e Sca e
Ne da da d Lab ad	6/10=60%	Ra ed 3 Fa C e eL e Sca e
N e Te e	6/10=60%	Ra ed 3 Fa C e eL e Sca e
Y a d N a	5/10=50%	Ra ed 3 Fa C e eL e Sca e

T e eda ab c d eac ce/ e a e a
a e e e ec e a a e Ca ada. A a
c de a c e a ea a .