THE INCLUSIVE EDUCATION SUMMIT 2015

Making sense of everyday practice

31 JULY - 2 AUGUST 2015

VICTORIA UNIVERSITY // MELBOURNE

PROGRAM

#InclusiveEd2015

vu.edu.au/ties15

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

THE VICTORIA INSTITUTE
Building Better Learning

CONTENTS

WELCOME 3

VENUE MAPS 4

GENERAL INFORMATION 6

PRESENTERS AND ATTENDEES 7

CONFERENCE SCHEDULE 8

KEYNOTE SPEAKERS 14

ABSTRACTS 17

PUBLICATIONS FROM TIES15 45

WHO IS THE VICTORIA INSTITUTE? 46

NOTES 47

Welcome to the

The Inclusive Education Summit 2015

TIES15 CONVENOR'S MESSAGE

Dr Tim Corcoran

Welcome to the inaugural Inclusive Education Summit hosted by The Victoria Institute, Victoria University, Melbourne. As TIES15 Convenor I thoroughly enjoyed the opportunity to liaise with many of the local and international delegates prior to the conference. From these conversations I know TIES15 promises to be an exciting opportunity for all attending, to share insights and stories of their work, and learn from each other in supportive surroundings.

I trust you will find the program assembled to be of value to you. I also would like to take this chance to thank my colleagues at The Victoria Institute for their dedication and teamwork in organising and presenting a conference of exceptional quality.

Take care whilst you are in Melbourne and safe travels to all.

Tim Corcoran PhD
Senior Research Fellow/
Senior Lecturer (Critical Psychology)
The Victoria Institute
Victoria University

DIRECTOR THE VICTORIA INSTITUTE

Professor Roger Slee

A warm welcome to all our delegates who join us at The Victoria Institute for the inaugural Inclusive Education Summit. Last year's Disability Studies in Education conference demonstrated a clear demand in the Asia Pacific region for an annual discussion on inclusion in education. We believe TIES provides a unique opportunity for us to work with each other to deepen and extend our research into disablement an enablement. Our aim is to understand and build the potential of inclusive education to form the basis for inclusive futures for all students.

Thank you for helping to make this a useful, challenging and important summit.

Professor Roger Slee
Director
The Victoria Institute
Victoria University

Acknowledgement of country

Victoria University acknowledges, recognises and respects the Elders, families and forebears of the Boonwurrung and Wurundjeri of the Kulin nation who are the traditional owners of University land.

Other acknowledgements

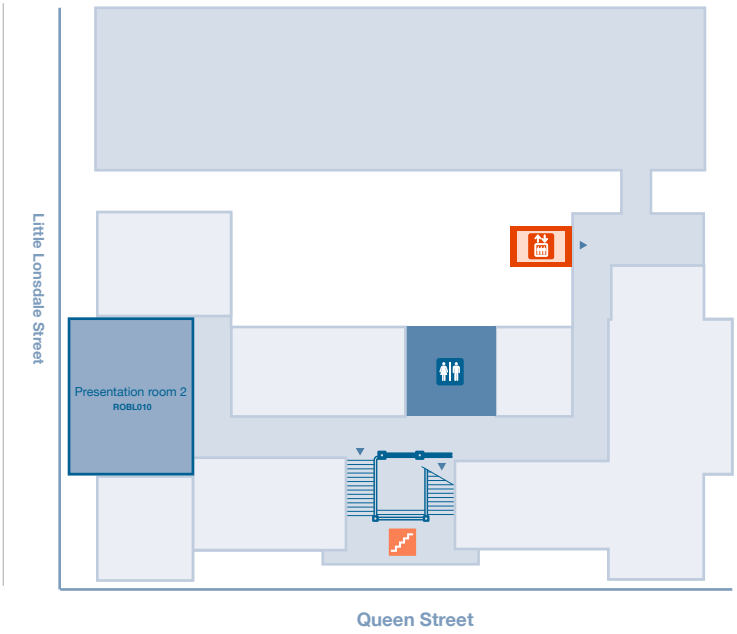
We gratefully appreciate and acknowledge the support of the Victorian Department of Education and Training in helping us host The Inclusive Education Summit.

State Government Victoria
Department of Education & Training

Venue Maps

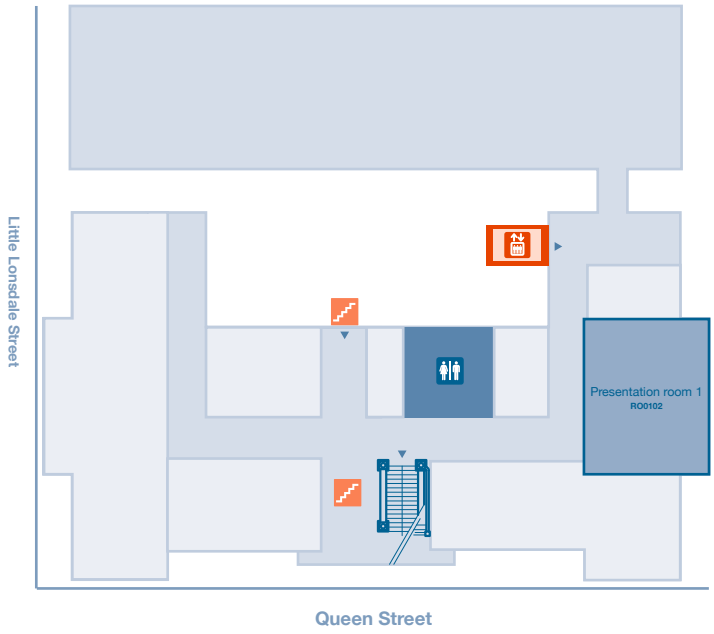
GROUND LEVEL

BASEMENT LEVEL

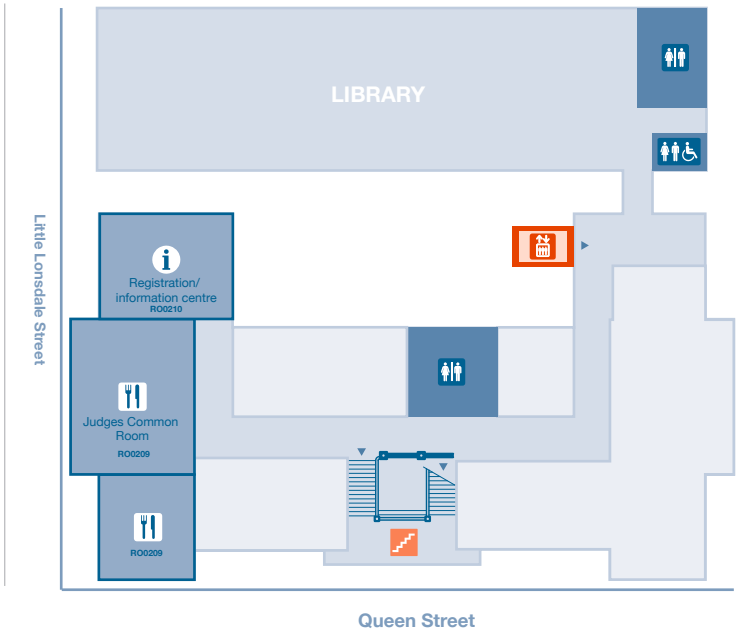


295 Queen Street

LEVEL 1



LEVEL 2



- Access ramp
- Lift
- Toilets
- Accessibility toilets
- Stairs
- Food
- Information centre

295 Queen Street

GENERAL INFORMATION

Welcome to TIES15. We hope the following information will prove useful to you over the course of your stay in Melbourne.

TRANSPORT & TOURIST INFORMATION

For information on how to get around Melbourne and make the most of your stay, visit the 'Venue and accommodation' page on the TIES15 website (www.vu.edu.au/ties15).

INSURANCE

Registration fee does not include insurance coverage of any kind. Delegates are strongly advised to secure appropriate travel and health insurance. Victoria University cannot accept responsibility for any delegate failing to cover their own insurance.

SESSION RECORDING

Some sessions will be recorded. Audio and video recording will be retained by The Victoria Institute. If you need to discuss the use of an audio or video recording, please see Dr Tim Corcoran.

PHOTOGRAPHY

There will be a photographer present. Images will be retained by The Victoria Institute and used in future promotional material. If you need to discuss the use of your image, please speak with Dr Tim Corcoran.

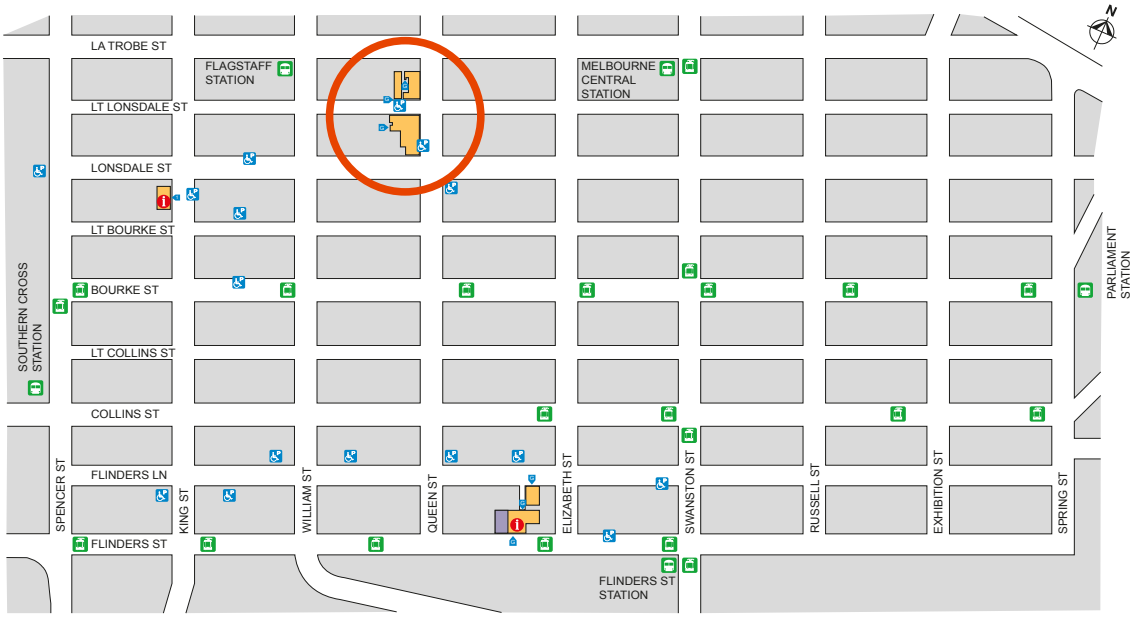
SMOKING POLICY

Victoria University's campuses are all smoke free. Please smoke outside of the conference venue.

FURTHER INFORMATION

For any further information, please visit the information desk at the conference or email **info.ties15@vu.edu.au.**

CITY CAMPUSES ACCESS AND MOBILITY MAP



VICTORIA UNIVERSITY CITY CAMPUSES

City Flinders Campus
300 Flinders Street, Melbourne

City Flinders Lane Campus
301 Flinders Lane, Melbourne

City King Campus
225 King Street, Melbourne

City Queen Campus
295 Queen Street, Melbourne

LEGEND

- Accessible Parking
- Accessible Toilet
- Accessible Lift
- Toilets
- Library
- Accessible Building Entry with entry level number
- Student Service Centre
- Security
- Accessible Tram Stop
- Train Station
- University Buildings

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

PRESENTERS AND ATTENDEES

Congratulations to all presenters on being accepted to present at TIES15. We look forward to hearing your message.

In the interest of hosting a fair and enjoyable summit, we ask attendees to take notice and adhere to a few simple session guidelines.

We kindly request that all presenters please respect the scheduled program. This will allow fellow attendees to plan which sessions and presentations they would like to attend.

Presenters are responsible for:

- Loading and preparing their presentation before each session starts to ensure a seemless transition between presentations.
- Completing their presentations in the allocated time frame.
- Collecting all of their presentation materials upon completion of the session.

Individual presenters

Each presenter has been provided with a 30 minute time allocation in the session. Presenters are encouraged to allow approximately 10 minutes within this allocation for discussion.

Symposium presenters

The symposium organiser is responsible, in consultation with the other presenters, to plan the session to allow time for discussion and debate.

Letter of attendance

Attendees who require a letter of attendance for reporting purposes should request one by emailling info.ties15@vu.edu.au.

Letters will be distributed during the week following the conference (3 August - 7 August 2015).

Twitter hashtag

We welcome you to share your thoughts and experiences at the summit with the Twittersphere. When you do, we would like to kindly request that you use the official TIES15 hashtag - **#InclusiveEd2015**. Thank you.

THE INCLUSIVE EDUCATION SUMMIT 2015

OFFICIAL PROGRAM SCHEDULE

VICTORIA UNIVERSITY, CITY QUEEN CAMPUS

	JUDGES COMMON ROOM	LECTURE THEATRE 1 ROGL01	LECTURE THEATRE 2 ROGL02	PRESENTATION ROOM 1 RO102	PRESENTATION ROOM 2 ROBL10
Friday 31st					
12.30pm	Registration opens (coffee/tea/juice)				
1.30pm **1.40m**			**Welcome to Country/ University** - Karen Jackson, Director, Moondani Balluk Academic Unit **Official opening** by Stephanie Gotlib, CEO, Children with Disability Australia		
2pm			The Practitioner-Researcher Partnership: Young People with Health Conditions and Education **J. White, A. Neville, F. Giles & K. Rosauer** Alice in Wonderland: Opening Doors to Inclusive Practices of Teaching and Learning **Coral Cara** Educating Aimee: Can current inclusive education policies create pathways to exclusion? **Patty Towl**	Anglicare Victoria's 'TEACHaR' program – closing the education gap for children and young people living in out of home care (OHC). **Jo Myers & Laura David** "Everyone wants to be welcome, to have friends, to have a place": Family experiences of inclusion in the early years **Kathy Cologon** Keeping the Faith: The art of presuming competence for all students. **Annie Guerin**	Developing an interactive resource for academic staff to evaluate their everyday practice by asking: "How Inclusive Is My Subject?" **Darren Britten & Wendy Paulusz** Supporting Preservice Teachers to Bridge the Theory-Practice Divide in Inclusive Education **Loraine McKay** Hidden in plain sight – strategies for the educational inclusion of students with specific learning disabilities. **Julie Fry & Joanne Webber**
3.30pm-4pm	Coffee/tea/juice				

	JUDGES COMMON ROOM	LECTURE THEATRE 1 ROGL01	LECTURE THEATRE 2 ROGL02	PRESENTATION ROOM 1 RO102	PRESENTATION ROOM 2 ROBL10
4.00pm **4.10pm**			**Presentation of Roger Slee Inclusion Award** Roger Slee KEYNOTE: **Award recipient** Inclusive Education - Two Steps Forward, One Step Back **Suzanne Carrington**		
5.10pm - 5.30pm			**Book launch** *Disability Studies: Educating for inclusion* (See page 13)		
7.00pm - 10.30pm	**Summit dinner - Celtic Club** 316-320 Queen Street, Melbourne, VIC, 3000				
Saturday 1st					
9am-9.30am	Tea/coffee				
9.30am-10.30am		KEYNOTE: Gary Foley **Moondani Balluk Academic Unit**			
10.40am-12.10pm		SYMPOSIUM Making sense of inclusion: Multiple perspectives of everyday practice in schools and education communities. Pt1 **Missy Morton (Chair), Mukti Prakash Thapaliya, Liana Aisyah, Leechin Heng, Hana Saemon, Melanie Wong, Annie Guerin (Discussant)**	SYMPOSIUM Whakarongo mai, ngang-gak, listen to me: fostering the voices of excluded children **Patty Towl (Convenor), Maggie Callingham, Kevin Quin, Tim Corcoran (Discussant)**	A Shaky Platform Indeed: Disparity between rhetoric and practice in teacher education **G. Marks** Transactional effects of mindfulness practice for families living with Autism Spectrum and challenging behaviours **Yoon-Suk Hwang** Hearing Voices: Children's Experiences of Inclusion in Indonesia **E. Andriana & D. Evans**	Creating Inclusive Learning Systems in Australia **Ani Wierenga** What does inappropriate play even mean? **Amy Claughton** Learning From Disabled Student Leaders Who Expect Lifelong Inclusion **L. Croft & R. Anderson-Smith**

	JUDGES COMMON ROOM	LECTURE THEATRE 1 ROGL01	LECTURE THEATRE 2 ROGL02	PRESENTATION ROOM 1 RO102	PRESENTATION ROOM 2 ROBL10
12.10pm-1pm	Lunch including poster presentations				
1pm-3.30pm		SYMPOSIUM Making sense of inclusion: Multiple perspectives of everyday practice in schools and education communities. Pt2 **Missy Morton (Chair), Mukti Prakash Thapaliya, Liana Aisyah, Leechin Heng, Hana Saemon, Melanie Wong, Annie Guerin (Discussant)**	SYMPOSIUM Equity, Data and Inclusion: Disability and Peer Support Programs in Higher Education **Sue Sharp & Carol Crevacore, Briony Supple, Katina Zammit, Judy Hartley**	Dyslexia endorsed or rejected: A tale of two schools **J. Burke & A. Bushby** Beyond the Impairment: An ecological assessment protocol for children with communication difficulties. **E. Doell** Inclusive education spaces for refugee background people with disabilities in New Zealand **Lucy Croft** Student's from African refugee background in Australia and inclusive education **Olalekan Olagookun & Julie White**	Inclusive education, subjectivities and the posts **Ben Whitburn, Julianne Moss & Joanne O'Mara** Inclusion in New Zealand Schools: A fifteen year journey – are we there yet? **Maureen Allan & Marie Petersen** Understanding and tracking learning for 'untestable' students **Kerry Woods, Bernadette Coles-Janess, Lindsey Gale, Jane Strickland, Emily White** Inclusivity: a challenging metaphor in contemporary times and for contemporary meanings of citizenship **Mary A. Burston**
3.30pm-4pm	Afternoon tea **Book launch** *Inclusive Education in the Early Years: Right from the Start* Kathy Cologon				
4pm-5pm		KEYNOTE: Understanding Inclusive Pedagogy: Learning with and from Teachers **Kristine Black-Hawkins**			

	JUDGES COM-MON ROOM	LECTURE THEATRE 1 ROGL01	LECTURE THEATRE 2 ROGL02	PRESENTATION ROOM 1 RO102	PRESENTATION ROOM 2 ROBL10
Sunday 2nd					
9am-9.30am	Breakfast				
9.30am-10.30am		KEYNOTE: Shatter not the branches of the tree of anger **Susan Gabel**			
10.40am-12.10pm		Choosing from alternatives: boys' views on mainstream schools and special schools for students with disruptive behaviour **Linda Graham** Informed perspectives from the inside. Young people's visual narratives for secondary school disciplinary practices. **Gwen Gilmore** 'You don't realise that you do that' – Teachers' reflections on developing inclusive classrooms **Moya Elvey**	SYMPOSIUM The New "IQ": "Structuring up" for Inclusion **Darren Wills (Convenor), Sean Ellingham, Penny Robinson, Sandy Jensen & Andrew McDonald**	ROUND TABLE Supporting staff with inclusive practices in schools to enhance the learning and belonging of all students: Experiences from Manor Lakes P-12 College and round table discussion **Vicky Plows, Jason Smallwood, Elyse Hill & Evan Savage**	
12.10pm-1pm	Lunch				

	JUDGES COMMON ROOM	LECTURE THEATRE 1 ROGL01	LECTURE THEATRE 2 ROGL02	PRESENTATION ROOM 1 RO102	PRESENTATION ROOM 2 ROBL10
1pm-3pm			Quality Inclusive Education for Disadvantaged Children in Bangladesh: Lessons learnt and progress made **Iqbal Hossain, Mohammad Abdul Mannan, Umtiaz Mahmud & Umesh Sharma** Exploring inclusive education and related policies in Sindu, Pakistan **Aisha Rajper & Missy Morton** Context Matters! Inclusive School Reform in Postcolonial India **Mousumi Mukherjee** Self-advocacy groups conceptualisations **- U. Edwards, M. Aiminhiefe & O. Dike**	Still special after all these years? Confronting the shadow of special needs within teacher education **Gill Rutherford & Jude MacArthur** Promoting inclusive education in Bangladesh: Can a successful media intervention be transposed? **Ferdousi Anis** Disability geography: Understanding The Lab's differentiated spaces **Lye Ee Ng**	ROUND TABLE Learning Intervention: Making Learning Accessible, Visible and Sustainable **L. Graham, J. Munro, S. Poed, L. McKay-Brown, G. Logan, S. Klieve, K. Leigh, L. Grant & G. Inniss**
3pm-3.45pm		Plenary session – Led by Roger Slee			
3.45pm - 4pm		Conference closing (Conference Convenor)			

Disability Studies

Educating for Inclusion

Tim Corcoran & Julie White
The Victoria Institute, Victoria University, Australia

and

Ben Whitburn (Eds.)
Deakin University, Australia

Education systems worldwide will only successfully serve the needs of people with disability when we inclusively examine and address disabling issues that currently exist at school level education as well as further and higher education and beyond. The chapters contributing to this edited volume are presented to assist readers with a critical examination of contemporary practice and offer a concerted response to improving inclusive education. The chapters address a range of important topics related to the field of critical disability studies in education and include sections dedicated to Schools, Higher Education, Family and Community and Theorising. The contributors entered into discussions during the 2014 AERA Special Interest Group annual meeting hosted by Victoria University in Australia. The perspectives offered here include academic, practitioner, student and parent with contributions from Australia, New Zealand, Nigeria, the UK and the US, providing transnational interest. This book will appeal to readers who are interested in innovative theoretical approaches, practical applications and personal narratives. The book is accessible for scholars and students in disciplines including education, sociology, psychology, social work, youth studies, as well as public and allied health. The Introduction by Professor Roger Slee (The Victoria Institute, Victoria University, Australia) and Afterword by Professor David Connor (City University of New York) provide insightful and important commentary.

Paperback US$43.00/€39.00 **ISBN 978-94-6300-197-7**
Hardback US$99.00/€90.00 **ISBN 978-94-6300-198-4**
SERIES: INNOVATIONS AND CONTROVERSIES: INTERROGATING EDUCATIONAL CHANGE, VOLUME 3

P.T.O. FOR TABLE OF CONTENTS AND HOW TO ORDER

Book launch at
Lecture theatre 2
5.10pm
(Friday, 31 July)

SensePublishers
For Wisdom and Awareness
www.sensepublishers.com
Peter de Liefde – peter.deliefde@sensepublishers.com
Michel Lokhorst – michel.lokhorst@sensepublishers.com

KEYNOTE SPEAKERS

PROFESSOR SUSAN GABEL
Wayne State University

Susan L. Gabel, PhD, is Professor of Teacher Education at Wayne State University in Detroit, Michigan, USA, where she teaches graduate courses on inclusive education. Her research focuses on institutional structures and discourses in primary, secondary, and tertiary education that prevent or facilitate inclusion. Her publications have appeared internationally in a variety of peer-reviewed journals such as: Journal of Diversity in Higher Education, Disability & Society, The Review of Disability Studies: An International Journal, Intellectual and Developmental Disability, and International Journal of Inclusive Education. Dr. Gabel is the co-editor of two book series with Peter Lang Publishing: Disability Studies in Education and Inclusion and Teacher Education. She is the editor of three books, including Disability and the Politics of Education: An International Reader. Her most recent book, Disability and Teaching, is used in pre-service teacher education to support critically reflective inclusive teaching.

Dr. Gabel works internationally for inclusive education. For example, in 2013, Dr. Gabel served as a Fulbright Specialist in New Zealand, where she spoke about inclusive education with community groups, the New Zealand Ministry of Education, and university faculty. In 2009-2011, she served as an inclusion consultant to the Flemish Ministry of Higher Education. In 2012, Dr. Gabel was awarded the Senior Scholar Award by the international Second City Conference on Disability Studies in Education for her work in the development of the field.

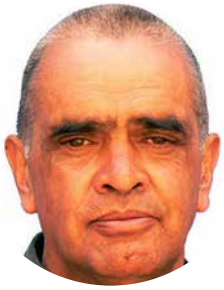
Dr. Gabel's work is dedicated to her adult children with intellectual and developmental disabilities who have taught her that the trauma of exclusion is a societal wrong corrected only through inclusion.

PROFESSOR SUZANNE CARRINGTON
Queensland University of Technology

Suzanne Carrington is a Professor and Head of the School of Cultural and Professional Learning, Faculty of Education at Queensland University of Technology (QUT) and has published in national and international journals in the areas of education for students who have disabilities, inclusive culture, policy and practice, and teaching/professional development for inclusive education. Her publications are available at http://eprints.qut.edu.au/view/person/Carrington,_Suzanne.html

Suzanne leads an eight year program of Service-learning for education students at QUT that supports the development of inclusive values and practice in schools. Approximately 2500 students have completed the program with about 90 partner community organisations. This includes an international Service-learning program in Bhutan where QUT pre-service teachers work at Changkangkha State School in Thimphu, Bhutan to support the learning of children who have disabilities.

She leads a number of research and consultancy programs in schools to develop a more inclusive approach to education for children who have disabilities. She is the Program Director of Program 2: Enhancing Learning and Teaching for the Autism CRC (http://www.autismcrc.com.au/).



ASSOCIATE PROFESSOR GARY FOLEY
Victoria University

Dr Gary Foley is an Australian Aboriginal Gumbainggir activist, academic, writer and actor. He has been at the centre of major political activities for several decades, including the 1971 Springbok tour demonstrations, the Tent Embassy in Canberra in 1972, the Commonwealth Games protest in 1982, and more recently, the protests during the 1988 bicentennial celebrations. He was heavily involved in the formation of Redfern's Aboriginal Legal Service (in Sydney) and the Aboriginal Medical Service in Melbourne. Dr Foley's acting career began in 1972 when he co-wrote and performed in the first indigenous Australian stage production, Basically Black, and has since appeared in numerous drama, documentary and theatre productions.

Late in life Dr Foley became a student at the University of Melbourne where he studied history, cultural studies and computer science. In 2013 he completed a PhD in History at the University of Melbourne, for which he was, in 2014, awarded the University of Melbourne's prestigious Chancellor's Award for Excellence. Today, he lectures in History and Politics at the Moondani Balluk Indigenous Academic Unit at Victoria University.

DR KRISTINE BLACK-HAWKINS
Cambridge University

Dr Kristine Black-Hawkins taught in schools and worked for local government before joining the Open University and then later the Faculty of Education. Her current teaching and research interests are in the area of inclusive and special education and, in particular, school and classroom cultures and how they might be developed in ways that raise the achievements of all learners whilst safeguarding the inclusion of those who are more vulnerable to processes of exclusion. She is currently researching the concept of inclusive pedagogy and teachers' craft knowledge of their inclusive classroom practices. An important aspect of this is the generation of innovative research approaches and tools to support the work.

She was a member of the research team that produced The Index for Inclusion (funded by the DfES to be distributed to all schools in England and Wales and subsequently translated for use in over twenty countries, including Brazil, Canada, India, Norway, Portugal, Rumania and South Africa). As part of this project she worked with educationalists and NGOs to produce support materials for use in different national settings (funded by UNESCO).

ties15

ABSTRACTS

abstracts

TIES15

INDIVIDUAL PRESENTATIONS:

THE PRACTITIONER-RESEARCHER PARTNERSHIP:
Young People with Health Conditions and Education

Julie White , Anita Neville , Fiona Giles and Karen Rosauer

Significant advances in biomedicine means that nowadays children and young people are now surviving conditions that would have meant early death just a short time ago. This has major implications for education systems. In this presentation an outline of legal obligations towards these students under Australian disability legislation is outlined. How this group fits within the disability context is explained. The paucity of existing policy and programs regarding this body of students is examined next. This is followed by consideration of this cohort of students, including their numbers, the health conditions involved, school attendance and educational implications. The presentation then examines the partnership involved in undertaking this project and the processes involved in database research. The year-long study was funded by The Victoria Institute, Victoria University and the Ronald McDonald Learning Program. The investigation closely examined the RMLP's database of over 2000 students and employed Australian Bureau of Statistics to analyse the database contents. The study also conducted a detailed review of the literature from the fields of education and health, with the health sector consistently pointing to the major problem for these young people nowadays being education. Key recommendations from the study report will be outlined.

ALICE IN WONDERLAND:
Opening Doors to Inclusive Practices of Teaching and Learning

Coral Cara

Alice in Wonderland is often locked out or locked in. She is often too big or too small. She is judged by others and often feels uncomfortable in the environments she finds herself in. In fact, she just doesn't seem to fit or feel right at all. At some point in life, we have all experienced this. This presentation and paper reflects upon strategies of inclusive teaching and learning practice suitable for application in any class, at any level or sector; and in fact for use in daily life.

EDUCATING AIMEE:
Can current inclusive education policies create pathways to exclusion?

Patty Towl

Why is it that children with diverse special education needs appear to be more at risk of being bullied at and being excluded from school? (Towl, 2012). A recent Education Review Office report into inclusive education in Aotearoa New Zealand found that the majority of schools are "mostly inclusive" yet local and international research suggests that children with special education needs have a significantly higher rate of school exclusion than other children. This presentation focuses on the stories of two rural New Zealand children with intellectual and behavioural disabilities. Ben, a 15 year old with multiple disabilities who left school early following suspension and Aimee who is six years old, has ASD, and is just starting out. The outcomes of these stories reveal that policy and practices that support children with diverse needs in mainstream contexts establish a form of benign separation. Furthermore, some children who observe this benign separation may be future lawmakers and may grow up believing this separation is normal.

This presentation puts the case for a wider conversation on authentic participation for children with diverse needs in mainstream contexts. The research evidence for this presentation is drawn from a doctoral research project (Towl, 2012a). The project, framed by Wenger's Model of Situated Learning in Communities of Practice, investigated school membership through permission to participate. The research found that the basic requirements of membership are being able to access the curriculum and finding safety in a group of friends. Although research based this presentation is designed to be a lively discussion of practical ways to ensure Aimee's school pathway has a better outcome than Ben's.

ANGLICARE VICTORIA'S 'TEACHAR' PROGRAM:

Supporting positive and equitable education experiences and outcomes for children and young people living in out of home care (OHC).

Jo Myers and Laura David

Children and young people living in out of home care (OHC) often experience fewer positive school experiences, and poorer educational outcomes than those in the general population. This may be associated with experiences of past and ongoing disadvantage; family, school and placement instability; experiences of trauma, neglect and abuse; and less-enriching learning environments in the home. Such factors can diminish and impede learning confidence, school engagement and attendance, together with short and long term academic outcomes in mutually-informing ways.

Anglicare Victoria's TEACHaR program ('Transforming Educational Achievement for Children in Home-based and Residential Care') aims to close the 'education achievement gap' for these children and young people. The pilot program was first implemented in 2012 with the support of the Helen Macpherson Smith Trust (and others), and is now also partly-funded by the Victorian Departments of Education and Training (DET), and Health and Human Services (DHHS).

Key Aspects of the TEACHaR Model:

- Research informed, with an embedded outcomes framework
- Developed and implemented by an NGO
- Employs and remunerates experienced registered teachers
- Prioritises direct educational support
- Is flexible and creative; based within classroom, OHC and alternative settings
- Provides support and education to teachers and school leadership teams on trauma-informed practice, modified curriculums, the OHC system and its impacts, and implementation of the Victorian Government Education Partnering Agreement for children in OHC.
- Works closely with OHC teams, residential care houses and foster carers to improve the quality of the home learning environment
- Helps find the 'right schools' for students
- Provides brokerage and advocacy for students to access Allied Health assessments and learning resources

This presentation will describe the program model and implementation, and present interim two year findings.

"EVERYONE WANTS TO BE WELCOME, TO HAVE FRIENDS, TO HAVE A PLACE":

Family experiences of inclusion in the early years

Kathy Cologon

There are many challenges that families report regarding inclusion, exclusion and the experience of disability. However, these challenges are often different to the assumed challenges that dictate broader social narratives. By developing an understanding of the lived experiences of families, educators can understand more deeply what it means to be included and consider the implications for practice with a view to bringing about genuine inclusion.

In this paper, I explore family perspectives on inclusion and inclusive education drawing on the experiences shared by 114 families in Australia. Each of these families have one or more children who are labelled 'disabled'. The children who experience disability in these families are aged between 1 and 12 years and have a range of impairment labels, many with multiple diagnoses. The families come from diverse backgrounds and live in urban and remote locations, mainly within New South Wales.

In this study, family views and experiences were analysed to consider the meaning of inclusion, whether and why inclusion and inclusive education was considered important to these families, and what factors facilitate, or create barriers to, inclusion in the early years in the experience of these families. Analysis revealed that families understood and experienced inclusion as multifaceted and involving: belonging within the wider community; valued participation; equal and equitable opportunities; and recognised contribution. Family experiences revealed the negative impact of stigma, as well as resistance to stigma as families developed and promoted positive views of their children and family. Key findings are discussed in this paper, with consideration of the implications for policy, practice and future research.

KEEPING THE FAITH:

The art of presuming competence for all

Annie Guerin

This presentation reflects on the importance of (non religious) faith in the teaching practices of inclusive educators. It draws on the work of Doug Biklen and other DSE researchers who have recognized the importance of presuming competence in teaching all students. Their work provides a lens to consider the impact of teacher faith in light of Annie's recently completed doctoral thesis where she worked with two students labeled as multiply disabled in their regular secondary school in New Zealand.

At various stages in the project there was a lack of evidence to demonstrate that teaching was effective and the students were making any progress. Yet, teachers, family members and other school staff continued working together with a belief that what they were doing was able to make a difference for the students. Over time their faith was rewarded through the actions and responses of the students within their learning. This presentation asks " how do we as inclusive educators 'keep the faith' as we support all learners and their unique learning contexts?

DEVELOPING AN INTERACTIVE RESOURCE FOR ACADEMIC STAFF TO EVALUATE THEIR EVERYDAY PRACTICE BY ASKING:

"How Inclusive Is My Subject?"

Darren Britten and Wendy Paulusz

Many attitudinal and technological barriers continue to exist which affect student success, even though there is a global trend to provide access to higher education for students of increasingly diverse backgrounds.

At the same time, academic staff are facing profound teaching challenges when delivering a widening range of courses, through various and emerging technologies, to students with diverse backgrounds, expectations and levels of preparedness.

HIIMS is being developed to support academics in providing an 'inclusive' learning environment for their students. While there are numerous guides, resources and websites available on inclusive teaching, the issue remains in identifying potential barriers for students and linking these to practical solutions aimed at reducing them.

HIIMS is a targeted, interactive Professional Development module designed to be undertaken by teaching staff that provides a series of reflective questions across a range of topics such as assessment, teaching, curriculum design, accessible materials, off-campus learning and group work. Responses and feedback are weighted according to demographic data for each subject discipline and the potential impact that removing any identified barriers will provide for students and staff.

Feedback provided for each response will link to the relevant section in the HIIMS Community of Inclusive Practice which offers further information, resources and practical "I can do this" solutions from colleagues, so staff can develop their own strategies to better support their students' learning.

SUPPORTING PRESERVICE TEACHERS TO BRIDGE THE THEORY-PRACTICE DIVIDE IN INCLUSIVE EDUCATION

Loraine McKay

Initial teacher education (ITE) programs are recognised for the critical role they play in developing educators capable of working in increasingly diverse and complex contexts. However, inclusive education and diversity courses undertaken in ITE are not enough to support inclusive educators as they provide a bottom-up influence to complement the top-down impact of legislation and policy. Universities, schools and preservice teachers share responsibility in supporting beginning teachers to bridge the practice-theory divide. However this nexus is not necessarily easily transferred from university or supported in the workplace. Mentoring is valued in relation to supporting skill and attitudinal development in new and experienced teachers. However, certain institutional and personal values need to be present if this is to support inclusive practice. Using Soja's (1996) spatial theory this presentation reports on preservice teachers in their final year of ITE and their experiences of attempting to bridge the theory-practice nexus. A case study examines a school leader's influence in supporting preservice teachers to implement differentiated instruction during their professional experience following a semester as their tutor in a diversity course at university. Of note is the two-way benefit of the mentoring program on both the preservice teachers and their mentor and the contextual factors that supported and challenged their approaches to support diverse learners.

HIDDEN IN PLAIN SIGHT:

Strategies for the educational inclusion of students with specific learning disabilities

Julie Fry and Joanne Webber

In the Australian context, failure to learn to read tends to either be perceived as a fault within the individual or a fault within the learning environment. The diverse medical or social perspectives of disability often influence educator responses to students who are unable to read or write to expected norms due to a specific learning disability. Many teachers in Australia have not been provided with the additional training and support required to identify and accommodate specific learning disabilities in the mainstream classroom. Inconsistent definitions of disability across states and education sectors in Australia have also resulted in differences between school funding policies and access to quality education for students from this disability group. As a result, students who experience educational barriers due to a specific learning disability are often left unsupported within an environment that does not understand their learning differences.

The doctorial and PhD studies of Julie Fry and Joanne Webber share the strategies found to be most empowering for the inclusion of students with a specific learning disability in compulsory and post compulsory education. Research findings highlight a student-focused and personalized learning approach that is empowering and sustainable for individuals across their lifespan. This approach recognises the place of technology, student empowerment strategies and awareness of specific learning disabilities as pivotal in improving the educational outcomes for this group of learners.

KEYNOTE ADDRESS:

INCLUSIVE EDUCATION:

Two Steps Forward, One Step Back

Suzanne Carrington

This keynote is presented as a series of reflections over my time working in the field of inclusive education. Gliedman & Roth (1980) reminded us years ago that our work is influenced not only by the beliefs and attitudes of people, but also by the reactions of individuals (Gliedman & Roth, 1980). In this keynote I reflect on my own personal experiences over time and how policy, practice, places of education and community beliefs and values have influenced how we have moved steps forwards and backwards towards more inclusive practices in education. In my presentation I touch on the following issues: learning from parents; student voice; system policy and change; school based research; enthusiasm of teachers; teacher preparation at universities; international Australian Aid work in inclusive education; and the recent Australian government funded Cooperative Research Centre for Living with Autism Spectrum Disorders (Autism CRC). I revisit Slee's warning that inclusive schooling in Australia can often be understood as "the rearticulation of special education" (1996, p.21) and consider some steps forward.

SYMPOSIUM 1

MAKING SENSE OF INCLUSION: Multiple perspectives of everyday practice in schools and education communities.

This symposium examines a range of educational discourses within everyday practices at both micro and macro level settings. The perspectives of parents, students, teachers, student teachers, and families are made visible through the range of presentations. Constructions of in(ex)clusion are examined with a focus on future learning and support for inclusive practices to be realised.

The first three presentations focus on constructions of inclusion in teacher education. These presentations draw on a diverse range of perspectives as the presenters focus on ways forward within national education contexts. Mukti Prakash Thapaliya utilises a range of views as he considers policy and practice within the Nepalese education system. Liana Aisyah draws on the perspectives of student teachers within three Indonesian secondary schools to provide a critique of teacher education and inclusive practice within Indonesia's education system. Leechin Heng explores constructions of inclusion within an Aotearoa New Zealand teacher education programme.

The symposium continues with two further presentations that focus on the idea of meritocracy. Hana Saemon considers notions of meritocracy in Singapore's education system. Melanie Wong explores how parents construct meritocracy in education to reflect how society values giftedness within an Aotearoa New Zealand context.

MOVING TOWARDS INCLUSION: Nepal

Mukti Prakash Thapaliya

The Interim constitution of Nepal (2007) endorses that education must be free and recognised as a fundamental human right. The Nepal government has ratified and signed most of the statements calling for Education for All (EFA) and for inclusive education (Salamanca, 1994). Despite these aspirations, there continue to be high dropout rates for disabled children, ethnic minorities' children, bonded labour children, HIV positive children etc. Despite increasing investment by the Nepalese government in education, the situation continues to be dire.

This presentation is part of a larger project investigating the perspectives and practices of primary level English teachers, school leadership, parents and students in one Nepalese school that desires to move towards more inclusive practices. It is hoped the project will support future policy development in teacher education and ongoing professional development focussed on inclusion.

INCLUSIVE EDUCATION & TEACHER EDUCATION IN INDONESIA: What We Can Learn from Student Teachers

Liana Aisyah

One important and yet rather unexpected aspect of doing an ethnographic study on science education for student with disabilities in three inclusive high schools in Indonesia was related to student teachers. In this presentation I will describe who they were and their unique roles as outsiders in these schools and in my study.

Drawing from a number of interviews, group interviews, informal conversations and observations, I will share their perspectives on inclusive education and inclusive society. I will also retell their experiences interacting with persons with disabilities and working with students with disabilities. This presentation will conclude with possible lessons these participants could teach us about teacher education and the progress of inclusive education in Indonesia.

CONSTRUCTING INCLUSION: Meaning-making and process in one initial teacher education (ITE) programme

Leechin Heng

The purpose of this paper presentation is to explore how the ideals of inclusive education is constructed, critiqued and negotiated in one professional development programme.

I am involved in the early stages of research into how inclusivity, moral imperatives about inclusive education and social inequities are challenged, deconstructed and reconstructed by a particular community of teacher educators. Through this case study I hope to understand the challenges of integrating inclusive values into professional development programmes in the education sector. As a wheelchair-user from Malaysia living in Aotearoa New Zealand inclusion is not just something I will be studying, but also something I have lived and negotiated on a day to day basis as both a disabled person and an international student.

EDUCATIONAL MERITOCRACY IN SINGAPORE: "Every school is a good school"

Hana (Nur Farhanah Binte) Saemon

Recently, the Ministry of Education in Singapore released a statement emphasizing that "Every school is a good school". The education system in Singapore subscribes to the principle of meritocracy. The principle of meritocracy has resulted in a system whereby a child's success or failure is his or her "own fault" as a result of his or her competency, merit, motivation and effort. It disregards a child's social circumstances, environment and other factors which may affect the child's performance and behaviors in school. The education system claims that it cannot be blamed for a child's outcomes as it has provided "equal" opportunities for all children. However, students continue to be streamed into different schools and tracks based on their parents' connection and location for primary school admission, and subsequently their individual academic performance.

The purpose of this presentation is to explore the issues of deficit thinking in a meritocratic educational system that is exclusive, promotes elitism and impedes equity. This paper aims to examine the statement and the recent changes the ministry has made to better comprehend the possible reasons behind the statement and changes. This presentation is part of an ongoing qualitative phenomenological study focusing on the perceptions of graduates who were streamed into lower ability groups through high stakes assessment.

MERITOCRACY IN GIFTED EDUCATION:
What does this mean for parents of gifted children?

Melanie Wong

This presentation draws from a doctoral study investigating the social construction of giftedness in early years education in Aotearoa New Zealand. Academic judgment of meritocracy commonly overuses intellectual ability and labelling, but the aim of this presentation is to explore how parents construct meritocracy in education to reflect how society values giftedness. The data was collected through a Facebook closed-group discussion. Many parents said teachers and schools are frequently resistant to supporting gifted children and families, because they feel the children are already very smart. Although given the opportunity to participate in the learning environment, gifted children are not provided with the resources necessary to succeed. The potential limitations to gifted children's success are their individual advanced abilities. The parents feel frustrated and helpless and said gifted children need to have positive relationships with teachers who can understand their needs. The data showed the consequence of being ignored by their teachers. Parents also believe that belonging is vital; they are not so concerned about their child's performance in school so long as they are given an equal opportunity and respected as a learner who has special learning needs. According to the conversations with parents, this presentation demonstrates that supporting the special learning needs of gifted children requires a focus on the individual child and on relationships. It will also show that the parents believe children's achievement is based on their ability, not on being labelled "gifted" – a construction that has implications for equal learning opportunities and meritocracy in education.

SYMPOSIUM 2:

WHAKARONGO MAI, LISTEN TO ME:
Fostering the voices of excluded children.

There is no justification in theory, research and practice that says excluding a child from school, even for a few days, benefits either the excluded child or other children at the school. Statistically, children from groups that struggle to achieve inclusion are most vulnerable to being excluded from school. These groups include involuntary minorities e.g. Maori, Indigenous Australian and Pasifika children; children from low income homes; and children with disabilities especially behavioural disabilities. Children who are excluded from school are over represented in statistics for poor outcomes for young people. Being excluded covaries with poor health outcomes, early exit without qualifications, unemployment, drug and alcohol use, and contact with youth justice. School exclusion, therefore, is not just a school matter: it is a rights, community and society issue. The practice continues, however, and is supported by politicians, policy makers, school based educators, teacher unions and parent groups. The presenters at this symposium believe that, as we promote inclusive practices in education, we must also listen to the voices of excluded children.

We have already come together to write the first joint Australia and Aotearoa New Zealand book on resolving school exclusion contexts (Hemphill & Towl, in press). This symposium is a further opportunity, in a different kind of forum, to foreground the issues, interrogate the arguments and keep the voices of excluded children in the ears of the people who can collaborate for change. We propose that programmes that keep even the most challenging of children in education already exist within current policy and funding systems but, like smoking or any other dependency, we have to break the habit. We expect a lively discussion about where we are now with exclusion and what the next steps should be.

A CHANGE OF VIEW:
Using inclusive practices in exclusion contexts.

Patty Towl

In New Zealand stand-down or short term suspension has become a zero tolerance response to certain behaviours in young people at school. As a consequence the potential for stand-down as tool of inclusion often goes to waste. Research (Towl, 2012) shows that good management of a short time away from school can resolve difficulties for children in trouble and enhance their prospects of an enduring return to school. The guidelines provided through the Ministry of Education and the Education and Human Rights legislative frameworks within which the exclusion provisions operate provide a safe framework for resolving marginalisation in children. Furthermore parents allowed to operate within their role as members of the school as a community of practice are surprising and effective school allies. Too often, however, suspension is just a time away from school and parents and the home are regarded as miscreant outsiders. To resolve exclusion it is essential to understand what membership and inclusion means at your school. Changing your point of view to what makes children similar rather than different will enable your school to work through crisis events to positive outcomes.

This presentation shows that focusing on applying simple inclusive practices to an exclusion event has significant benefits for children in crisis and trauma. The theoretical framework is Wenger's (1998) modes of belonging to communities of practice. I explain both the potential for enhancing the school role of parents at an exclusion event and give practical examples of how thinking inclusion can work effectively at times of crisis to keep kids in school.

OUTSIDE IN:
One school's endeavours to keep marginalised young people in school and engaged

Maggie Callingham

This paper contributes to thinking about school exclusion contexts by flipping the viewpoint to examine how one school works to reduce exclusion. It includes the often neglected perspectives of young people from backgrounds of disadvantage about what works to keep them in school and engaged in their learning. The chapter provides a synthesis of findings with associated analysis and discussion in answer to the question, 'How can we keep young people in school?' Case study research, in a Victorian government secondary school situated in a context of disadvantage, incorporates a democratic, strength-based approach to young people investigating educational engagement.

THE MCAULEY CHAMPAGNAT PROGRAM
A Community Response to a Local Problem

Kevin Quin

This presentation describes a working model of aboriginal education in the context of educational provision for the educationally rejected. Mainstream educational systems often find themselves incapable of accommodating students with seriously challenging behaviors. These students are subject to disciplinary procedures, are repeatedly suspended or transferred to other schools, and the pattern is repeated. The students, often amongst the most disadvantaged, frequently abandon the educational system. Problems confronted by mainstream schools and their communities are described. The recognition of the problem in the large Victorian regional city of Shepparton led to a determination to assist disadvantaged students. The successfully operating program designed to assist these students is described. Because aboriginal students are disproportionately represented within the ranks of the seriously disadvantaged, the program makes a special effort to cater to their needs.

INDIVIDUAL PRESENTATIONS:

A SHAKY PLATFORM INDEED:

Disparity between rhetoric and practice in teacher education

Genee Marks

University educators must challenge the hidden assumptions that they have accumulated and developed over time (Loughlan, 2007), even if, and perhaps especially if, these are assumptions that have remained unchallenged and un-deconstructed within the field. Without such a critical eye, the rhetoric of social justice and empowerment (with all its inevitable hidden assumptions) will go unchallenged and unchecked. Rather than plant the seeds of change in our students, we may simply cultivate and reproduce that which already exists, for better or for worse.

As part of their undergraduate training to become primary school teachers, my students were required to complete a subject in which they studied students with disabilities learning within their neighbourhood school. The subject aimed to challenge the hidden assumptions and received wisdom of traditional special education, and to develop a critical understanding of disablism, ablism (Kumari Campbell, 2009), and their relevance to the inclusion of students with disabilities. The student teachers were encouraged to frame their understanding within a social justice perspective.

This research explored the overt and covert disparities and similarities between my teaching rhetoric and my teaching practice as presented to my students. It seemed that while the rhetoric and then its practice were the key areas of concern for myself as teacher educator, for the students, the emphasis was largely on the practice, and then, if at all, how it might be informed by the rhetoric. For many of the students, the ability to integrate the rhetoric and the practice into some critically informed praxis was an inconceivable challenge. Rather than interrogate the dominant discourse, they were eager for teacher educators to spell out the links so that they, in the long term, felt comfortable as teachers of students with disabilities. It seemed that my rhetoric and their practice were at odds, and there is obviously the need to find the way in teacher education to make the links practical and crystal clear.

TRANSACTIONAL EFFECTS OF MINDFULNESS PRACTICE FOR FAMILIES LIVING WITH AUTISM SPECTRUM AND CHALLENGING BEHAVIOURS

Yoon-Suk Hwang

Challenging behaviours constitute major barriers to the academic and social inclusion of students with Autism Spectrum (AS), compromising their quality of school life. Challenging behaviours in children with AS are also major sources of parenting stress and endanger family quality of life. Recent intervention studies have presented the successful application of mindfulness meditation practice for individuals with AS as evidenced by reductions in their behavioural (e.g., Singh et al., 2013), psychological (e.g., Spek, van Ham, & Nyklicek, 2013) and physical (e.g., Singh, Lancioni, Myers, et al., 2014) issues. Following this line of inquiry we conducted a two-stage mindfulness intervention, training six Australian mothers in mindfulness meditation for eight weeks (Stage 1) followed by a parent-implemented child mindfulness intervention (Stage 2). The goals of the Stage 1 intervention were to train mothers in mindfulness practice to a level of fluency in their everyday lives and train them to become mindfulness meditation teachers for their own children. The central goal of the Stage 2 intervention was to train children with ASD in mindfulness to the degree they could use mindfulness meditation to manage their own challenging behaviours. The findings of this mindfulness intervention highlighted both direct and transactional effects of mindfulness practice. We will discuss the implications of future mindfulness intervention studies for individuals living with disability, including the importance and challenges of practice engagement.

HEARING VOICES:
Children's Experiences of Inclusion in Indonesia

Elga Andriana and David Evans

Student diversity in Indonesian public schools has undergone changes since the Inclusive Education for Children with Special Needs and with Talent and Giftedness introduced in 2009. Following this, school level reviews have examined the impact of the regulation. These reviews have focused on the experience of adults using questionnaires and surveys. However, investigating the voice of the children about current inclusive practices has rarely been used in the Indonesian context.

This project aims to understand current inclusive practices in three Indonesian public primary schools with distinctive characteristics through the lens of the children. A phenomenological inquiry was employed to examine children's experience about inclusion at their schools. Individual drawings and collections of school photos taken by the children were used to encourage individual children and groups of children, with and without special needs, to talk about inclusion, exploring what inclusion may mean for them, how they feel about it and how they enact it. Further, barriers, exclusionary practices, support and resources that the children have experienced were also explored.

Using the results from one case study, presents experiences and voices of students are heard and interpreted. This case study is located in an inclusive, overcrowded primary school located in a disadvantaged area of Yogyakarta, and known for its capacity to cater for children with additional learning needs (e.g., cognitive disabilities, behavioral problems). In this case study, textural descriptions arise from students such as hopes to move to the next grade, need for friendship, protection from bullying and isolation, and rejection on labeling practices. Meanwhile, structural descriptions providing backgrounds derived from the school staff and parents include leadership rooted in personal beliefs, teacher's preference over regular students, positive acceptance from the school community, negative images of inclusive schooling, inadequate resources, need for controlling the number of student with additional support needs enrolled, and concerns about unhealthy food at school. The paper will conclude with a discussion about students as researchers, and the benefits this brings to the debate around inclusive education.

CREATING INCLUSIVE LEARNING SYSTEMS IN AUSTRALIA

Ani Wierenga

Making sense of everyday practice means taking stock of what is happening. In Australia there are 2,083,119 young people in primary school and 1,506,867 in secondary school. Approximately one in five young people of high school age are out of school. Those who miss out in education are more likely to be from low SES backgrounds; aboriginal, or rural. These patterns have not changed for decades.

Meanwhile nationally there are over 900 flexible learning programs, educating over 70,000 students each year. Based on the figures above, over 600 000 high school students (alone) could potentially benefit from more flexible and inclusive models of learning.

Internationally, PISA research findings reveal that the best way to improve the education outcomes of a nation is to increase the systemic supports for those 'at the bottom', that is for those who are missing out, and the same research also highlight that with clever design, this can be achieved at no cost to high achievers. Australian examples reinforce these messages.

It is important for education systems to address the issues and barriers that exist for a large group of high school aged young people, but in the twenty first century it will be even more important to prioritise supports for students and the organisations involved in delivering flexible and inclusive education. It is only when

the good work that is already happening is fully recognised, as being an integral part of education provision in Australia, and a central pillar of education policy, that change will really happen. This paper provides a provocation about future practice and thinking, arguing for a collective response to improve supports for flexible and inclusive education.

WHAT DOES INAPPROPRIATE PLAY EVEN MEAN?

Amy Claughton

Play, as enacted by children, is a complex and well researched topic. The phrase 'play is the work of the child' is commonly bandied around, however the question of what play is and how it is defined and understood still remains. This presentation is based on a review of the current literature that explores the concept of play and the importance of play in children's lives through various conceptual lenses. Previously explored definitions are used and contrasted with the representation of children with dis/ability and adult's views of their play skills. Of particular interest is the way that children with dis/ability are often characterised within special education literature through a deficit lens, where their abilities and choices are measured, compared and often labelled as deficient or 'inappropriate'. In such literature there is commonly a focus on assessing the play of children with a dis/ability and offering remediation.

This presentation will attempt to investigate the question, 'What is inappropriate play?', thereby deconstructing and exploring perceptions of play as seen by adults, including researchers and teachers, that serve to marginalise children with impairments. A disability studies perspective is offered to propose how organised play opportunities might avoid pathologising children. A conceptual framework is proposed through which teachers can scaffold learning for children in schools through organised play opportunities.

LEARNING FROM DISABLED STUDENT LEADERS WHO EXPECT LIFELONG INCLUSION

The consequences for families when access to public play environments is denied

Lucy Croft and Rachel Anderson-Smith

For too long, students with disabilities have experienced disempowering barriers to realising their right to education. The United Nations Convention on the Rights of Persons with Disabilities has provided hope and recognises that, for disabled people to realise their right to education, inclusive education systems must be in place. In a post-Convention environment inclusive education systems need to be guided by disabled student leaders who can articulate the rights and aspirations of their generation.

Victoria University of Wellington has committed to enhancing positive lifelong outcomes through inclusive education. The University's Disability Services has led the creation of a plan to embed inclusion for students and staff with disabilities. This is implemented in the culture, technology, policies, built environment and support systems of the University.

The Service has embraced the ecological model that defines disability through the holistic interconnection of person and environment (WHO, 2015). This approach has led to a partnership with an active student disability community to identify strategies that empower future disabled leaders. These students expect and are ambitious for lifelong inclusion. They are also educating the staff about how today's generation influences change in the current environment.

Lucy Croft and Rachel Anderson-Smith's experiences as proud disabled women who work together in a student-staff relationship will inform participants about the authenticity which emerges when disability expertise is valued within an inclusive education environment. The power imbalance that can exist when working with students with disabilities will be explored along with strategies to address this.

SYMPOSIUM 3:

EQUITY, DATA AND INCLUSION:
Disability and Peer Support Programs in Higher Education

Because university peer support programs are available to all students, they are strategically positioned to assist all students. Peer support programs are designed to focus on the collaborative endeavours of experienced students to support the learning of less experienced students. These programs utilise student knowledge and collaborative strength rather than focussing on individual academic weaknesses. The peer support programs are regularly evaluated and consistently reflect positive impacts upon student engagement, student transition and student retention.

However, while annual collections identify 'equity groups' such as students from low-SES backgrounds, first-in-family, indigenous students and those from Language Backgrounds Other Than English, collection of information about students with a disability has not been a prominent feature to date, within these programs. While anecdotal reports have been received from student peer mentors regarding working with students with disability, this information is the potentially valuable for future program development for student peer mentors at the initial preparation and ongoing development stages.

Any student can find the transition to university daunting and for school leavers many challenges exist including adapting to independent living and learning, living away from home and new learning contexts. And all of these are compounded by disability.

The symposium will explore the ways peer support programs can provide another avenue of support for students with a disability, and how student peer mentors can best be trained and supported in their roles in working with these students.

INCLUSION:
Investigating the 'How, what & when' to assist UniPrep students with a disability gain access to available support.

Sue Sharp and Carol Crevacore

The Edith Cowan University (ECU) University Preparation Course (UniPrep) is a large alternative-entry program committed to the ECU equity goal of improving: … participation, retention and success of students from equity groups (regional, Indigenous, second language speakers and students with a disability) . The disability category however, is one that requires further investigation. Despite monitoring strategies, peer mentoring and links with the Equity, Diversity and Disability (EDD) officer, many students with disabilities (both self-identifying and those with legitimate disabilities, but not self-identifying) still remain unaware, or do not avail themselves of available support.

This presentation will report on the strategies to be implemented in Semester 2, 2015 and Semester 1, 2016 including specific staff and peer mentor professional development, and increased information delivery embedded throughout the semester. Analysis of ECU UniPrep data pre and post implementation will evaluate the impact of these strategies on referrals to the EDD officer, and on the number of UniPrep students with a disability who self-identify when applying for undergraduate courses and subsequently seek support. Follow-up focus group with peer mentors, staff and students will also assist in evaluating the success of these strategies in supporting students with disabilities to access appropriate support. The results will inform the future training of peer mentors and staff in relation to support for students with disabilities.

AHEAD OF TIME NOT JUST IN TIME:
How can we best prepare peer mentors for working with students with a disability?

Briony Supple, Tim Corcoran & Julie White

Students Supporting Student Learning (SSSL) is the term used to encompass Peer Assisted Study Sessions (PASS) and the Student Peer Writing Space @ VU. In Semester 1, 2015, almost 100 Student Mentors are employed in these programs, across four campuses.

While demographic data on uptake of Student Peer Mentoring programs at VU has been collected for a number of years regarding usage by 'equity groups' such as students from low-SES backgrounds, first-in-family, indigenous students and those from Language Backgrounds Other Than English, information about students with a disability who make use of SSSL programs has not. This presentation will focus on 2015 data collected on uptake of SSSL programs at VU by students with a disability. I will show how this information will inform future training for student peer mentors, and why this should sup

MENTORS AND MENTEES WORKING TOGETHER TO DEVELOP INSTITUTIONAL CAPITAL:
The Equity Buddies Support Network at UWS

Katina Zammit, Margaret Vickers, & Michele Simons

Following the Bradley Review's targets for expansion and equity, most Australian Universities are monitoring the needs of student groups considered 'at risk' of attrition or poor academic progress. Groups needing tailored support include new arrivals for whom English is another language or dialect (EAL/D), students with refugee backgrounds (SRBs), who are first in family, from low socioeconomic backgrounds and/ or with a disability . Financial constraints have led to a reduction of direct staff support and support services for particular student groups in many Australian universities, and as a result targeted face-to-face support is rarely available for these subgroups.

Contributing to the problems of acculturating to university life is the difficulty these students face in acquiring the requisite cultural, social and institutional capital necessary to become successful students. Social capital refers to the social relations and networks among students with other students, and with teaching staff. (Curry, 2008). An additional aspect of cultural knowledge is the implicit knowledge students need to acquire in order to succeed at the university (McCarthy, Vickers & Zammit, 2014).

In this context, cross-level mentoring of 1st year students by 2nd & 3rd year students emerges as a pedagogical practice that can renew a sense of community on campus, as well as providing social and academic support for students who need additional support . Building on the knowledges and experiences of 2nd & 3rd year student mentors, the Equity Buddies Support Network not only provides effective assistance to 1st year students but is also empowering for the student mentors who participate.

This presentation will explore how UWS Equity Buddies mentors assisted 1st year mentees to learn the hidden curriculum of being a university student and build their institutional capital. It will focus on mentors and mentees who have self-identified as having a disability and have an Academic Integration Plan, investigating the resources and support they found most productive in their development as students.

EXPLORING THE EXPERIENCES OF STUDENTS WITH DISABILITIES AS PEER MENTORS AT GRIFFITH UNIVERSITY

Judy Hartley

While the current emphasis on widening participation in higher education has been focussed on improving access, participation and outcomes for students from low socio economic backgrounds, increasing numbers of people with disabilities have also accessed higher education. A 2014 Department of Education Discussion Paper on the Higher Education Participation Program (HEPP) identified that over the ten year period from 2002 to 2012 there had been a 101 per cent increase in the number of people with disabilities commencing study in higher education.

Concurrently, there has been greater emphasis on improving the quality of the student experience as a strategy to improve outcomes for all students. Tinto (2008) emphasised the importance of not only creating access to higher education but also providing support for students who have traditionally not been included. While extensive research has shown the benefits of peer mentoring particularly for students in their first year of higher education, Beltman and Schaeben (2012) noted that there were few studies that focussed exclusively on the outcomes for the mentors themselves.

For almost twenty years, Griffith University has been facilitating peer mentoring programs for students from equity backgrounds and while students with disabilities participate in various peer mentoring programs as mentees, their participation as mentors is also encouraged. This presentation will examine the experiences of a small number of students with disabilities who have been mentors. Research by Roberts, Georgeson and Kelly (2009) analysing ways of being a disabled student in higher education provided a theoretical framework for this analysis.

INDIVIDUAL PRESENTATIONS:

DYSLEXIA ENDORSED OR REJECTED

A tale of two schools

Jenene Burke and Alanna Bushby

Insider accounts of schooling that offer personal narratives can illuminate understanding of how individuals negotiate their learning and how teachers and schools might empower or marginalise students on the basis of a learning disability.

This presentation will examine the lived experiences of one of the authors, who is currently studying education at university, and who has been diagnosed with dyslexia. This Pre-Service Teacher negotiated her learning at secondary school in two contrasting Australian schools and reflects on how the schools quite differently viewed and responded to her learning needs. Each school offered a different approach and set of strategies for teaching students with dyslexia. One school was observed to recognise dyslexia as being integral to a student's identity and sought to empower the student to develop tailored learning strategies, while the other school appeared to focus on dyslexia as a 'problem' that could be 'fixed'. As this presentation will explain, each approach and the way it was implemented impacted in different ways on the student's confidence as a learner and her feelings of self-worth.

The authors of this presentation draw on inclusive education as a lens for making sense of these experiences and tease out issues that demonstrate how schools and individual teachers can create conditions for learning that contribute to the success, or alternatively the failure, of a student in a secondary education setting.

BEYOND THE IMPAIRMENT:

An ecological assessment protocol for children with communication difficulties.

Elizabeth Doell

There is growing awareness that children's speech, language, and communication (SLC) difficulties are highly likely to impact their participation, learning and social emotional wellbeing. After a review of their speech-language therapy assessment practices, the New Zealand Ministry of Education identified the need to develop an assessment practice model that would provide a framework for their speech-language therapists to consider the significance of the impact of the child's SLC difficulties on their everyday interactions and activities. An initial international review of assessment procedures and processes for determining eligibility for speech-language therapy services indicated that several international assessment protocols were based on traditional medical models and focused on the severity of the child's impairment rather than the ecological and functional factors. This presentation provides an overview of the development of the new speech-language assessment framework which was grounded in theoretical constructs from the New Zealand Disability Strategy and International Classification of Functioning, Disability and Health: Children and Youth Version[ICF-CY] framework (WHO, 2007).

Case studies of two six year old boys in their second year at school will demonstrate how the assessment framework and a partnership process provided a comprehensive and shared understanding of the boys' SLC skills and informed collaborative planning for classroom supports. Assessment reports for each of the boys indicated that they had severe SLC impairment but at the beginning of the school year their teachers had limited understanding of how this might affect their learning and participation in the classroom. The boys' parents and teachers reported that the partnership assessment process and use of the SLC assessment framework helped them to gain insight into the ecological and emotional impact for each boy. Procedures for enhancing the validity of SLC assessments in inclusive contexts will be discussed.

INCLUSIVE EDUCATION SPACES FOR REFUGEE BACKGROUND PEOPLE WITH DISABILITIES IN NEW ZEALAND

Lucy Croft

New Zealand currently accepts 750 refugees per annum as part of their obligation to be a "good international citizen" (New Zealand Government, 2013). There are quotas within this number to allow people with disabilities, women at risk, and people with family already residing in New Zealand to apply. Quota refugees are considered to be New Zealand residents upon arrival, and are granted access to all services offered to New Zealand citizens.

However, refugee background people with disabilities face barriers to service provision in New Zealand, particularly within education. There is a lack of research on the impact of disability upon refugee background people's experiences of educational spaces in New Zealand. Inclusive education spaces are important to minimising disadvantages presented to refugee background people with disabilities. There are complex interactions between disability, the body and identity which must be recognised when investigating inclusive education spaces for refugee background people with disabilities.

As part of her Master's thesis research, Lucy will explore these inclusive education spaces for refugee background people with disabilities using the intersection between participatory research, feminist theory and geographies of disability. She will reflect on power, her positionality, and the effect of her lived experience upon preliminary research outcomes.

Lucy will discuss what defines an inclusive education space for refugee background people with disabilities in New Zealand. She will use preliminary results from participatory interviews with policy makers, refugee background people, and education providers to suggest ways that inclusive education spaces can be successfully integrated into New Zealand education frameworks.

STUDENT'S FROM AFRICAN REFUGEE BACKGROUND IN AUSTRALIA AND INCLUSIVE EDUCATION

Olalekan Olagookun and Julie White

Inclusive education in Australia for students from African refugee backgrounds relies on positive teacher attitudes, parental support and a sense of belonging and entitlement to success. In this presentation an outline will be provided about this group of students who come to Australia from African refugee backgrounds, either as refugees or as children of refugees. This substantial cohort of Australia school students will be considered in this presentation in relation to the general philosophy of inclusion and inclusive education. The presentation will also outline Edward Said's (1995; 2000) conception of the 'other', in order to raise important issues for these students, their families and teachers.

INCLUSIVE EDUCATION, SUBJECTIVITIES AND THE POSTS

Ben Whitburn, Julianne Moss and Joanne O'Mara

Inclusive education could be described as being resistant to the first and second waves of disability studies in education (DSE). In the third wave of DSE, in which "the posts" (St. Pierre, 2013, p. 646)—poststructuralist, posthuman, and postconventional theorisation and politicisation are active, a change in knowledge construction about students and difference are being reworked. In this paper we explore the ways that alternative knowledge produced through research alongside students and teachers in educational environments remain central to reshaping inclusive schooling.

In the presentation we traverse interwoven topographies of the third wave of DSE. First we explore some of the broad contributions of posthuman theories to DSE and inclusive schools. Following Goodley, Lawthomb and Runswick-Cole (2014), we believe that through the entanglement of nature, society, technology, medicine, biopower and culture, the category of multi-aging might help us to rethink the subjectification of students in schools. Focusing in particular on the production of knowledge in the third wave, we punctuate our points with some findings from research that we have conducted (Moss 2015; Whitburn 2014) in which our objectives have been to work with young people who have disabilities and/or ongoing health conditions about their experiences of education that have lead us to our current standpoint. We examine the formation of subjectivities of students in their schooling environments—noting in particular some of the actions of educators and the use of technological devices that impacted their experiences.

To conclude we offer public discourse by way of a video presentation of Roberts McCubbin School in Melbourne, Australia that exemplifies the points raised in the first two sections of the paper. We demonstrate through the realist audio visual presentation how inclusive schooling gets done and not done and how moving imagery can epitomise the third wave of DSE for revisiting questions of collaborative relationships, the incorporation of technology, and the affordances of autonomous access to the curriculum that together and contribute to the formation of students' subjectivities in local schools that are age-less and label-less.

INCLUSION IN NEW ZEALAND SCHOOLS

A fifteen year journey – are we there yet?

Maureen Allan and Marie Petersen

Inclusive education is an international response to the view that all children have the right to educational opportunity. It involves significant changes in thinking and action in education, from the level of education policy through to classroom practice. Inclusion is concerned with the education of all children and young people and their entitlement to a place in their local school, full participation and achievement.

In this presentation we will outline New Zealand's journey from Special Education 2000 to future focused schooling. We will unpack the "Success for All – Every School, Every Child" - the government's four-year plan of action to achieve a fully inclusive education system in New Zealand. We will look at key tools and innovations developed to support this journey.

To understand the development of inclusive thinking in education it is also important to understand segregation and exclusion in education. This presentation will identify best practice guidelines for inclusion and why repeated explanations for the failure of inclusion have formed around attitudes and resources.

As Resource Teachers: Learning and Behaviour this presentation will unpack our part in the paradigm shift. We describe how RTLB support schools contribute to inclusive communities. In inclusive communities, the barriers to community participation are reduced because such communities expect, understand and respond to diversity in positive and supportive ways.

UNDERSTANDING AND TRACKING LEARNING FOR 'UNTESTABLE' STUDENTS

Kerry Woods, Bernadette Coles-Janess, Lindsey Gale, Jane Strickland, Emily White

Australia's Disability Standards for Education (2005) require schools and systems to adapt assessment procedures to ensure all students can demonstrate their learning. This holds for all assessment programs, from classroom testing to system-level tracking of progress. It is, however, a requirement that is poorly addressed. The skills of most students are monitored through the national assessment program or NAPLAN. NAPLAN's objective is to provide national information on skills acknowledged as essential for all students. And yet, to date, some students are routinely exempted if held to have significant disabilities or language barriers to participation. The format of assessment used by NAPLAN is inaccessible to these students; they are untestable within the national monitoring program.

NAPLAN testing identifies a minimum standard of skill without which a student will struggle to make adequate learning progress. This presentation argues that students working below this standard, whether identified via testing or presumed due to exemption, require more, not less, careful monitoring of their skills in core competencies. Their learning should be given close scrutiny to support tailored planning and appropriately adjusted programs. Schools need detailed, accurate information about the starting point for learning - the skills students already have in place - to plan positive programs of instruction for them.

This was the aim of research conducted at the Assessment Research Centre, University of Melbourne. It drew on moderated teacher judgment to assess learning for students who might otherwise be considered 'untestable' due to the nature of their disabilities. It resulted in assessments of core competencies currently used in more than 800 schools as the Victorian government's Abilities Based Learning and Education Support (ABLES) resources. This presentation will describe the use of ABLES assessments to ensure the learning progress of all students can be recognized and monitored.

INCLUSIVITY:

A challenging metaphor in contemporary times and for contemporary meanings of citizenship

Mary A. Burston

In terms of the principles of freedom from discrimination, equality of opportunity and educational right iterated in the Australian National Curriculum and with legal remedies to support those principles, there is an awareness of inclusivity in the ways that education institutions implement or adapt practices to achieve desired educational outcomes for particular students. Literature into inclusivity in education rightfully focuses on characteristics and cultures of schools, teacher capacity, beliefs and attitudes, and classroom practices in determining whether such environments inhibit or facilitate learning. Case study investigations into educational institutions, such as schools and individual classrooms, provide insight into practices and teacher, student, parental and community behaviours that can be mobilised to generate inclusivity and sense of community. Models of inclusivity are proposed as well as advice on how to achieve best practices of inclusive education in schools but despite awareness of the need to attend to the educational and social needs of all students, the ideal situation is far from resolved. We need to look beyond the immediacy of the school or individual educational institution to consider the broader implications of inclusivity in terms of how it challenges meta-narratives of democracy and citizenship. In drilling down to the constitutive principles of fairness, justice and equality, this paper anticipates that different intervention models may be needed to achieve the goals of inclusivity in education in order that inclusive practices become the norm rather than the exception to address through legal instruments. Inclusivity is a challenging metaphor for contemporary times and for contemporary meanings of citizenship as it underpins reform and advocacy for inclusive education.

KEYNOTE ADDRESS:

UNDERSTANDING INCLUSIVE PEDAGOGY:

Learning with and from Teachers

Kristine Black-Hawkins

During the last decades, many national governments have introduced legislation intended to promote more inclusive education systems. Yet, despite these policy changes, developments in inclusive classroom practices do not seem to have been so easily achieved. Such findings not only have important consequences for teachers and learners, they also present substantial challenges to those of us who research in this area. How can we contribute to an understanding of classroom practices that recognises and responds to the individual differences of all learners, but does not marginalise or stigmatise some because of their particular needs? Significantly, how can our findings be made worthwhile and useful for teachers in ways that take careful account of the demands of everyday classroom life? In this lecture I draw on a recent study of inclusive pedagogy that aimed to help bridge this 'theory-practice gap' by learning with and from teachers.

KEYNOTE ADDRESS:

SHATTER NOT THE BRANCHES OF THE TREE OF ANGER

Susan L. Gabel

In this presentation I use feminist philosophies of mothering to understand anger and "motherwork" in the context of raising disabled children. Using examples from my personal and professional life, I illustrate the ways in which mothers of disabled children are sometimes silenced in inclusion discourses. I argue that mothers of disabled children who cannot speak for themselves have an authority to speak and inclusion professionals have a responsibility to listen and understand.

INDIVIDUAL PRESENTATIONS:

CHOOSING FROM ALTERNATIVES:

boys' views on mainstream schools and special schools for students with disruptive behaviour

Linda J. Graham, Penny Van Bergen and Naomi Sweller

The newly elected federalThirty-three boys, aged between 9 and 16 years of age and who were enrolled in special "behaviour" schools, each participated in a semi-structured interview that opened with the question "Do you like school?" Just under half said 'Nuh!', however, the rest were more equivocal in their response, suggesting that they liked school "sometimes" or that they "like it now" in the behaviour school but "didn't used to" when they were in mainstream. As past educational experiences was one of the focus areas of the project and because each of these boys had been to more than one type of school, participants were asked if they had always liked school. Almost 90 percent responded negatively. Each of these boys were then asked when and why they began disliking school, whether they knew why they had changed schools, whether they were happier in the behaviour school and whether they wanted to return to mainstream. Analyses reveal that the majority of participants began disliking school in the early years due to difficulties with school work and relationships with teachers. Interestingly, most indicated that they preferred the behaviour school but still wanted to return to their "home" (mainstream) school. The reasons given by the boys suggest that alternative settings are very good at building positive teacher-student relationships however lack of academic rigour is a drawback for some boys, whilst loss of friends and the lack of potential to make new ones is of greater consequence for others. The implication for education policy and practice is that separate special educational settings are not a solution to school alienation and student disengagement. Whilst they do fulfil a function, the preferences of these boys suggest that regular mainstream schools have to change and that they can start by improving the ways in which teachers view the purpose of their work and how they interact with students who experience difficulties in school and with learning.

INFORMED PERSPECTIVES FROM THE INSIDE:
Young people's visual narratives for secondary school disciplinary practices.

Gwen Gilmore

Formal student exclusion from school remains an international and intractable problem for increasing the achievement of all students. The usual reasons given for exclusionary systems relate to raising achievement, "without these disruptive students we will all will be better off". Conversely, in this school as more pupils were 'included', achievement significantly improved so this school was amongst the top 10 in the UK by 2011. The disciplinary approach of the IR room served to temporarily remove students from classes and was originally considered by the students themselves to be a 'fair' and 'proportionate' approach. Questions remained on the nature and characteristics of this internal disciplinary space from student perspectives. Was it punitive and therefore not educational? Visual narratives were an innovative methodology to create participatory understandings of these students' social lives of the disciplinary system with the students. In this follow-up research the question remained what perspectives on discipline and the IR provision did the students bring to the context two years after the original research?

This paper considers subsequent 'everyday practices' in this secondary school context through follow-up interviews and student initiated visual narratives with four of these young people. There has been a considerable international silence from young people on the nature of internal school discipline systems and how they might be mediated by inclusive, respectful and thoughtful school management.

Evidence from these students suggests that disciplinary systems developed in a climate of respect (participation, equality and valuing diversity) and applied using an inclusionary lens can support schools in fulfilling an overall educational and inclusionary purpose. The argument in this paper is that internal disciplinary approaches need not necessarily run counter to inclusionary principles nor interfere with student learning and their education.

'YOU DON'T REALISE THAT YOU DO THAT' :
Teachers' reflections on developing inclusive classrooms

Moya Elvey

Government policies and departmental initiatives in Victoria are increasingly proactive in their attempts to promote inclusive teaching practices, evidenced by the introduction of the ABLES initiative (Department of Education and Early Childhood Development, 2011) and various targeted professional learning opportunities. Extensive programs are being offered that aim to inform and assist teachers to develop strategies for students with additional needs such as autism, 'challenging' behaviours, and specific learning disabilities, combined with a growing emphasis on differentiated and developmental pedagogies. Recognition is finally being given to the crucial role of schools and classroom teachers in the development of inclusive education and the need to better equip and support teachers to cater for diverse learning needs.

This presentation is based on preliminary findings from my PhD project which utilises an ethnographic methodology to investigate the implementation of inclusive practices in a range of primary schools and classrooms. Developed from data collected through observation and interviews with classroom teachers, the research draws upon teachers' experiences and reflections and gives voice to their efforts to create inclusive learning environments. It explores some of the key 'ingredients' in their teaching approaches and provides insights into the supports, influences and challenges that they have encountered.

SYMPOSIUM 4:

THE NEW "IQ"
"Structuring up" for Inclusion

D. Wills, P. Robinson, S. Ellingham, A. McDonald, S. Jensen

There are no "special" needs, merely special processes reattributed to "vulnerable child". For centuries such children have been rejected at and before birth and throughout their lives. Societies "structured up" for such segregation in medicine, human services and education at a moment in time when the world was enamored with eugenics. Identify, label, segregate then congregate became the structural machinery. The era passed but the machinery remained. There was no "re-structure" around a different view of vulnerable children, rather we "made do" with existing structures, converting institutions into special places, re-defined pre-birth identification as "choice" and post-birth segregation as special. In this presentation we will explore one group of parents' work with professionals to move through the stages: from being rejected and tolerated to welcomed and then onto 3 layers of participation. This work focuses on "3 Rights": right principles, relations and structures. These 3 R's are woven into a working definition of 8 interacting variables used to provide formative evaluation that we have called the "new IQ".

ROUNDTABLE 1:

SUPPORTING STAFF WITH INCLUSIVE PRACTICES IN SCHOOLS TO ENHANCE THE LEARNING AND BELONGING OF ALL STUDENTS:
Experiences from Manor Lakes P-12 College and round table discussion

Vicky Plows, Jason Smallwood, Elyse Hill, Evan Savage

Manor Lakes College, in Wyndham Vale, Melbourne, has a strong reputation for its commitment and innovation in relation to inclusive education. Originally designed as a Prep to Year 12 College with a Specialist Campus to cater for students with special development learning needs and moderate to severe disabilities, the de-registration of the Specialist campus early on created an impetus for a new vision and model for inclusion at the school. As part of this ongoing process of becoming an inclusive school, there has been a shift in thinking about inclusion as a disability issue to creating inclusive learning environments that support the learning and belonging of all students at risk of educational exclusion or disadvantage. What can we learn from the experiences of this school, and how can we tackle common barriers to inclusive practices within schools?

In this interactive round table we will open the discussion by sharing and reflecting on the approach to inclusion at Manor Lakes College, with a particular focus on how staff are supported to develop and sustain inclusive practices. With opportunity for participants to ask questions and raise points for discussion, the round table aims to generate a dialogue on contemporary issues for schools committed to making inclusion 'core business'. How might practice at one school translate to another, and can learning from everyday practice lead to systemic change?

ROUNDTABLE 2:

LEARNING INTERVENTION:

Making Learning Accessible, Visible and Sustainable

Lorraine Graham, Shiralee Poed, Dr Lisa McKay-Brown, Guy Logan,
Sharon Klieve, Kate Leigh, Lois Grant and Gail Inniss

This presentation by members of the Learning Intervention Team from the Melbourne Graduate School of Education will provide the opportunity to discuss key issues related to the conference themes of classroom settings; teacher education; improving education programs for students with disabilities; rights and responsibilities; self-advocacy; and supporting Allied Health professionals who work with people with disabilities in schools or early intervention settings. The session will be interactive and prompt reflect on the necessity and complexity of understanding what learning interventions are and how they can best support students in systematic and sustainable ways as part of whole-school and classroom-focused practice.

INDIVIDUAL PRESENTATIONS:

QUALITY INCLUSIVE EDUCATION FOR DISADVANTAGED CHILDREN IN BANGLADESH:

Lessons learnt and progress made

Iqbal Hossain, Mohammad Abdul Mannan, Dr. Imtiaz Mahmud and Umesh Sharma

Disadvantaged/excluded children, Inclusive education, piloting, community outreach, inclusive pedagogy, flexible learning strategies, twin track approach, social inclusion, government setting, mentoring, partnerships

In Bangladesh, around 4-6% of children are not enrolling in primary education despite several sector-wide initiatives from the national government. These children are from disadvantaged, marginalized and excluded groups and studies (Ahsan, 2013) show that more than 50% of these out-of-school children are children with disabilities. Of those who do enrol, dropout rates are highest for children who come from marginalised groups. Of all children in school, around 70% are not achieving defined learning competencies.

Plan International Bangladesh, in collaboration with the Directorate of Primary Education at national level and with support from Australian Aid, have developed an inclusive education project in response to these needs. The project design was informed by two in-depth studies focusing on exclusion and is now being implemented as a pilot project in 50 government primary schools. The project is working with communities, schools, support systems and authorities with innovative interventions based on existing structures, facilities and challenges. Following a twin track approach and social model of inclusion, the project is using community outreach, inclusive pedagogy, flexible learning strategies and many more interventions with structured mentoring support that have already started to produce results and influence national efforts towards inclusive education. Community, teacher and student-led strategies, generating data and evidence from the field and using this to further design and improve interventions are other key initiatives. The initial evaluation of the project has revealed some positive outcomes with significant potential to address exclusion and marginalization of disadvantaged children.

The project is being undertaken in partnership with the Ministry of Primary and Mass Education and Monash University. This presentation will focus on the journey towards quality inclusive education in Bangladesh, progress made so far and the critical lessons learnt throughout the journey to date.

EXPLORING INCLUSIVE EDUCATION AND RELATED POLICIES IN SINDH, PAKISTAN

Understanding The Lab's differentiated spaces

Aisha Rajper, Missy Morton

The Ministry of Education, both federal and provincial, is responsible in providing education to all the citizens of Pakistan. There are currently many forms of systems of education that are being followed in the country. There has been a considerable amount of inequality as far as the effectiveness of education is concerned in the private and the public education. The harsh reality is that quality of the school teachers is far from satisfactory due to lack of pre and in service training both at the primary and the secondary level. During the last decade there have been efforts to improve the skills of primary teachers but there is still a lot to be done in this area.

This poster will describe the current state of the policies and practices related to inclusive education. Policy contexts will include international, the south Asia region, Pakistan and the Sindh province of Pakistan. The policies examined include those addressing inclusive and special education, curriculum and assessment, and initial teacher education. Policy alignments and tensions will be outlined with suggested areas for future research.

CONTEXT MATTERS!

Inclusive School Reform in Postcolonial India

Mousumi Mukherjee

> The meaning of 'inclusion' is by no means clear and perhaps conveniently blurs the edges of social policy with a feel-good rhetoric that no one could be opposed to. What does it really mean to have an education system that is 'inclusive'? Who is thought to be in need of inclusion and why? If education should be inclusive, then what practices is it contesting, what common values is it advocating, and by what criteria should its successes be judged?
>
> Armstrong et al. (2010, p.5)

As the above questions in the quote suggests, there is a lack of clarity about the meaning of inclusive education. Both in the developed and the developing world, inclusive education means different things, because experiences of exclusion vary according to context, and can only be adequately understood within the specificities of their history. Yet, inclusive education is globally framed as an important universal social justice issue, acknowledged alongside other basic human rights in the 1990 UNESCO declaration of "Education for All" and 1994 UNESCO Salamanca declaration with regards to the education of children with disability.

This paper will provide an account of a nationally and globally recognized inclusive school reform in postcolonial India. Based on an ethnographic case study of the school, this paper will particularly analyze how Inclusive education was conceptualized within the context of this school. It will discuss the policies, practices and pedagogic innovation of this school in order to establish a genuinely inclusive school culture within a very hierarchical and meritocratic Indian schooling context. In doing so, the paper will apply Indian philosopher and educational reformer, Rabindranath Tagore's 'southern theory' (Connell, 2007) to offer a critique of the prevailing mainstream colonial "factory-model" of pedagogic practices, which are exclusionary for children with diverse abilities and socioeconomic backgrounds, against which the reforms were conceptualized.

STILL SPECIAL AFTER ALL THESE YEARS?

Confronting the shadow of special needs within teacher education

Gill Rutherford and Jude MacArthur

In 1968 Dunn contested the construct and structures of 'special' in his article, Special education for the mildly retarded: Is much of it justifiable?. Despite macro level developments including international rights conventions, laws, policies and research we consider how far we have come in almost half a century. As teacher educators working in undergraduate and postgraduate programmes, we discuss our efforts to enhance a collective professional interest (rather than indifference) in and responsibility for all children and young people. Childhood and disability studies theories support our students to explore notions of disability and childhood, and to consider issues of agency, politics and social justice. Thus a solid foundation is built to reveal and dissipate the shortcomings of 'special' and the tacit dichotimizing of students as special or normal, and to construct inclusive schooling. We provide examples of student teachers' work that illuminate what is possible when teaching and learning shifts from a preoccupation with special needs to recognition of and commitment to all students' capacities, rights and responsibilities. But a shadow hangs over our efforts as we work within neoliberal political and educational contexts that are antithetical to genuinely equitable and excellent public education for all. 'Special' education assumptions are still given untroubled legitimacy in the language, beliefs and actions of some students and teachers. We ask how the hegemony of traditional special education that is manifest in teacher education and education policy can be effectively challenged, so we can, after all these years, dismantle 'special' and look to new ways to reform through teacher education.

PROMOTING INCLUSIVE EDUCATION IN BANGLADESH

Can a successful media intervention be transposed?

Ferdousi Anis

Despite numerous research projects about Inclusive Education in Bangladesh, little is known about how educational inclusion for people with disabilities could be improved. Images of people with disabilities within Bangladeshi society, representations in the popular media, tend to be overly negative. Those with disabilities are consistently portrayed as being a burden to society and having little to contribute. Further, these people are the subjects of charity. Widespread beliefs link disability with a retributive God. This study investigates exclusion and the lack of inclusive education practices in Bangladesh. Successful implementation of inclusive education is dependent on identifying evidences to reducing exclusionary pressures which restricts equal participation of all community members (Ainscow, 2005; Booth and Ainscow, 2002). Accordingly, there is a need to look at successful programs with a view to adaption for this population. The highly successful female education enhancement policies conducted through a Bangladeshi television cartoon holds promise. This study will investigate its applicability and whether a similar approach to implementing policy for inclusive education is feasible.

DISABILITY GEOGRAPHY:

Understanding The Lab's differentiated spaces

Lye Ee Ng

This presentation aims to situate The Lab's differentiated spaces within the field of disability geography and understand how they contribute to developing the club's culture of socialisation. I refer to differentiated spaces as physical, online/digital and psychosocial spaces, differentiated from each other to recognise specific spaces as unique, serving distinct purposes in the processes of communication (Ng et al., 2015).

Disability geography seeks to understand disabled persons' experiences of space (Jacobson, 2013). It is a sub-field of geography studies which intersects with multiple disciplines. In particular, I would like to focus on its intersection with critical disability studies where it is argued that a disabled individual's experience of

space is a combination of constructs of dis/ableism and the embodied experiences of his/her impairments (Chouinard et al., 2010; Goodley, 2013). Drawing from the experiences of The Lab, a network of technology clubs for high-functioning autistic youth, I will introduce its differentiated spaces to understand how they enable autistic individuals to engage beyond the perceived limitations of their disability within society. In particular, I will present an alternate perspective to the medical diagnosis of autism which broadly describes autistic individuals as having "persistent deficits in social communication and social interaction across multiple contexts" (APA, 2013, p. 31). Through understanding The Lab's differentiated spaces within the broader study of disability geography, this research hopes to promote inclusive educational spaces.

PUBLICATIONS FROM TIES15

Are you interested in publishing your work that you presented at TIES15?

If so, The Victoria Institute is planning to release an edited volume of proceedings.

The Victoria Institute, in partnership with Sense Publications (Rotterdam), produces an exciting book series entitled 'Innovations and Controversies: Interrogating Educational Change' https://www.sense-publishers.com/catalogs/bookseries/innovations-and-controversies-interrogating-educational-change/

We envisage contributing another volume to the Series from papers presented at TIES15. A book from the 2014 DSE AERA meeting that was held at the Institute will be officially launched at TIES15.

What you need to do

If you are interested in having your work considered for inclusion in the proposed volume, you need to provide:

- 5000-7000 word submission (includes Abstract and References)
- in Word .doc or .docx
- Abstract >150 words
- US or UK spelling is acceptable
- APA6 Referencing Style is required. See: http://www.apastyle.org/

Timeline

31 July-2 August 2015	TIES15 Melbourne
30 October 2015	Submit paper to ties.book@gmail.com
18 December 2015	Response from editorial team
4 March 2016	Final date for revised submission of accepted papers

All submissions will initially be considered by The Victoria Institute Book Series Editorial team. Authors will be notified whether their submission has been accepted for review before 18 December 2015. Please note that submission does not guarantee acceptance for publication. The Victoria Institute Book Series Editorial team are responsible for all final decisions regarding publication.

If you have questions regarding any of the above, please get in touch with us at ties.book@gmail.com

WHO IS THE VICTORIA INSTITUTE?

The Victoria Institute was established in 2011 under the leadership of Professor Roger Slee. It is a research-intensive unit focused on impact and influence, particularly in the areas of educational reform and inclusive practices.

Well placed within Victoria University, The Victoria Institute has social justice as a key focus. Our researchers work collaboratively with a range of government departments, policy makers, philanthropic organisations and community groups. The Victoria Institute operates with the explicit intention of improving educational experiences and outcomes for all.

Our targeted research program aims to build better learning and greater participation and success for students from diverse and disadvantaged backgrounds as well as those who are disengaged or excluded. This includes the group of young people targeted by this particular project, who have significant health conditions that can affect their participation and success in education.

The Victoria Institute is connected with the College of Education and works in association with The Mitchell Institute (external link) and the Centre for International Research on Education Systems.

Our work also regularly features:

- In Victoria University's (VU) e-newsletter, Research Matters (subscribe on VU's website). vu.edu.au/research/research-news-publications/subscribe-to-research-matters
- On Twitter, simply follow @VicUniResearch for frequent news feeds.

TIES15 Organising Committee

Dr Tim Corcoran **(Convenor)**
Senior Research Fellow, The Victoria Institute
Victoria University

Professor Roger Slee
Director, The Victoria Institute
Victoria University

Dr Julie White
Senior Research Fellow, The Victoria Institute
Victoria University

Dr Ben Whitburn,
Lecturer in Education (Inclusive Education)
Deakin University

Dr Stefan Schutt,
Research Program Leader,
Centre for Cultural Diversity and Wellbeing,
Victoria University

Dr Vicky Plows,
Research Fellow, The Victoria Institute
Victoria University

Dr Briony Supple
Lecturer Learning and Teaching
Federation University

Mr Donny Lay
Senior Events Officer, Event Services
Victoria University

Ms Debbie Krapywnyj
Institute Officer, The Victoria Institute
Victoria University

Mr. Stanley Koh
Project Officer, The Victoria Institute
Victoria University

Mr Hendrik Jacobs,
Communication Officer, The Victoria Institute
Victoria University

Staff

We would like to extend a special thank you to: the team from The Victoria Institute; VU Events staff; all student volunteers and helpers over the course of the summit; VU Security; VU Facilites.

Contact us

The Victoria Institute
300 Queen Street
Melbourne
VIC 3000
Australia

P: +61 3 9919 5934

E: victoria.institute@vu.edu.au

W: vu.edu.au/the-victoria-institute

NOTES

vu.edu.au/ties15