



**The Inclusive Education Summit**  
Deakin University, Waterfront Campus  
October 26 – 29, 2018

Welcome from Dr Ben Whitburn,

## Conference Convenor

We are pleased to welcome all of you who have travelled from near and far to join in discussion and debate about inclusive education. The Inclusive Education Summit (TIES) is an annual event dedicated to addressing and ameliorating educational inequities across preschool, compulsory education and post-schooling sectors. With its specific focus on social and educational development for the removal of barriers to learning - rather than individual interventions - TIES presents responses to marginalisation aimed at enduring impact. TIES started in 2014 as an offshoot of the American Education Research Association's (AERA) Disability Studies in Education Special Interest Group. Since then, TIES has been hosted annually at Victoria University, the University of Canterbury in New Zealand, and the University of South Australia. While TIES continues to uphold a strong tradition of engaging with disability studies in education, during this time it has extended its remit to consider diversity more broadly as it relates to educational participation. Now at Deakin University in Geelong, the city and setting provide a wonderful backdrop to continue these discussions.

This year's theme makes a provocation that questions the state of educational inclusion in relation to human rights. Inclusive education is a right, right?

Overarching principles of human rights shore up a nearly 30-year history of international efforts to develop educational systems that are responsive to the needs of all. Yet, at a moment in global history where the political order fractures populations, and the displacement of socio-economic participation is displayed in every news bulletin – true, fake or otherwise, it would seem that the rights of many are easily disputed. Nevertheless, that TIES continues to bring together researchers, educators and activists who are committed to developing equity in education provides relief.

On behalf of the Conference Committee I warmly welcome you to Geelong and I wish you a very successful and enjoyable TIES 2018.

Ben Whitburn



TIES 2018 Organising Committee:

**Ben Whitburn, Deakin University**

**Tim Corcoran, Deakin University**

**Matthew Thomas, Deakin University**

**Leanne Coll, Deakin University**

**Louise Paatsch, Deakin University**

**Merrin McCracken, Deakin University**

## TIES 2018 Sponsors

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### Accessibility support:

All TIES events are held in Building D2 at Deakin University's Waterfront Campus. This building includes lift access and ambulant toilets, and all rooms include hearing loops.

The TIES organising committee is pleased to announce that Aira is available free for blind and vision impaired delegates to use on their smart devices that have internet connectivity. To get connected and to create a free account, more details can be found on the [Aira web page](#). A workshop on the benefits of Aira for teaching, learning, and navigation will be held on Saturday lunch time with Paula Hoble from Deakin University. The organising committee thanks Jonathan Mosen from Aira for providing their service for the event.

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## Our Keynote Speakers



**Michalinos Zembylas** is Professor of Educational Theory and Curriculum Studies at the Open University of Cyprus. He is Visiting Professor and Research Fellow at the Institute for Reconciliation and Social Justice, *University of the Free State, South Africa* and Research Associate at Nelson Mandela University (NMU) – Chair, Critical Studies in Higher Education Transformation.

He has written extensively on emotion and affect in relation to social justice pedagogies, intercultural and peace education, human rights education and citizenship education. His recent books include: *Psychologized Language in Education: Denaturalizing a Regime of Truth* (with Z. Bekerman), and *Socially Just Pedagogies in Higher Education* (co-edited with V. Bozalek, R. Braidotti, and T. Shefer). In 2016, he received the Distinguished Research Award in “Social Sciences and Humanities” from the Cyprus Research Promotion Foundation.



**Susanne Gannon** is Associate Professor in Education at Western Sydney University, and was Equity theme leader of the Centre for Educational Research from 2012-2017.

Social justice issues and inclusive education practices and policies have driven several careers in secondary schools and in academia. Her research interests include gender, sexualities, sustainability, poverty and place in education, and aspiration and higher education. Theoretically, her work explores the research implications of poststructural and new materialist paradigms. She draws on a range of qualitative research methodologies including collective biography, autoethnography, narrative and poetic methods and media and textual analysis.



**Matthew Wright** is the Branch Manager Engagement and Inclusion at the NDIA and has responsibility for Strategic Engagement, National Events and Inclusion. Matthew has over 20 years’ experience in the disability sector. He was previously the Chief Executive Officer for the Australian Federation of Disability Organisations and Murray Human Services, and a senior manager with Oakleigh Centre and Able Australia. Matthew was an Adviser Diversity at National Bank Australia developing the NAB’s Disability Action Plan.

# INCLUSIVE EDUCATION SUMMIT 2018 PROGRAM

Deakin University - Waterfront Campus

Friday October 26, 2018

12.00pm	<b>Registration opens</b> <b>Location: Level 2 Gallery</b>			
12.30pm-1.10pm	<b>Welcome to Country: Corrina Eccles</b> Opening address : Mel Martinelli, Director, Diversity and Inclusion, Deakin University <b>Location : D2.193 Percy Baxter Theatre</b>			
	<b>CONCURRENT SESSIONS</b>			
	<b>Location : D2.193 Percy Baxter Theatre</b>	<b>Location : D2.194</b>	<b>Location : D2.211</b>	<b>Location : D2.212</b>
1.15pm-1.45pm	<a href="#"><u>Decolonizing schools? Building inclusion through cultural safety, competence and collaboration</u></a> <a href="#"><u>Will King, Brauer College</u></a>	<a href="#"><u>Breaking the boundary between research and activism: What does it mean for inclusive education research in the global South?</u></a> <a href="#"><u>Xuan Thuy Nguyen, Carleton University</u></a>	<a href="#"><u>From the margins to business as usual: Inclusive education as routine practice</u></a> <a href="#"><u>Mary Dracup, Deakin University</u></a>	<a href="#"><u>Tertiary Transition: Collaborate, Educate, Participate</u></a> <a href="#"><u>Ali Parker, Pam Anderson, NDCO</u></a>
1.45pm – 2.15pm	<a href="#"><u>The Phenomenology of Learning in the Northern Territory's Social Malaise</u></a> <a href="#"><u>Scott Welsh, Mia Nosrat, Victoria University</u></a>	<a href="#"><u>"We appreciate the efforts. But is this enough?" - Exploring the experiences of Maldivian inclusive education practices</u></a> <a href="#"><u>Amathullah Shakeeb, Deakin University</u></a>	<a href="#"><u>'- children's rights, disability and education-a new frame or a lost cause</u></a> <a href="#"><u>Trish Grant, IHC</u></a>	<a href="#"><u>Education is a right - A parent activist story</u></a> <a href="#"><u>Kylie Thulborn</u></a>

2.15pm - 2.45pm	<a href="#"><u>Re-framing teacher expectations of Australian Indigenous students</u></a> <i>Clair Anderson, University of Tasmania</i>	<a href="#"><u>Shapeshifting and the PhD: From special to inclusive education and other significant transitions</u></a> <i>Alharbi, Abdalleh ISILC, VU Research, Victoria University</i>	<a href="#"><u>An exploration of one initial teacher education (ITE) programme's attempt to 'work the space' in pursuit of inclusivity and equity</u></a> <i>Leechin Heng, University of Canterbury</i>	<a href="#"><u>Epilepsy Smart Schools Evaluation - Influencing policy to achieve inclusive learning outcomes for students living with epilepsy</u></a> <i>Michele Barry, Epilepsy Foundation</i>
2.45pm- 3.30pm	<b>Afternoon Tea</b> <b>Location: Level 2 Gallery</b>			
3.30pm- 4.30pm	<b>Keynote Speaker</b> Matthew Wright, Branch Manager Engagement and Inclusion at the NDIA <b>Location: D2.193 Percy Baxter Theatre</b>			
4.30pm- 5.15pm	<b>Junior Scholar Award recipient</b> <b>Location: D2.193 Percy Baxter Theatre</b>			
5.15pm – 5.30pm	<b>Book launch: 'Who's In? Who's Out? - What to Do about Inclusive Education',</b> Editors: Marnie Best, Tim Corcoran and Roger Slee <b>Location: D2.193 Percy Baxter Theatre</b>			
6.30pm Dinner	<b>Conference Dinner</b> <b>Location: Waterfront Kitchen</b>			

## Saturday October 27, 2018

8.30am	<b>Registration opens</b> <b>Location: Level 2 Gallery</b>			
9.30am-10.30am	<b>Keynote Speakers</b> Michalinos Zembylas, Cyprus University <b>Location : D2.193 Percy Baxter Theatre</b>			
	<b>CONCURRENT SESSIONS</b>			
	<b>Location : D2.193 Percy Baxter Theatre</b>	<b>Location : D2.194</b>	<b>Location : D2.211</b>	<b>Location : D2.212</b>
10.40am-11.10am	<a href="#"><u>People with Intellectual Disability Experiencing University Life: Emerging Themes from Around the Globe</u></a> <i>Patricia O'Brien, Centre for Disability Studies</i>	<a href="#"><u>Facilitating inclusion through the provision of resource centres in Kazakhstan: A pilot project</u></a> <i>Michelle Somerton, Nazarbayev University GSE</i>	<b>WORKSHOP:</b> <a href="#"><u>Zombie School: Re-designing education systems from the ground up.</u></a> <i>Nia Lewis, University of South Australia</i>	<a href="#"><u>Critical Policy Research in Education: Reflections on Key Threads</u></a> <i>Tebeje Molla, Deakin University</i>
11.10am – 11.40am	<a href="#"><u>Hits and Misses: highlights from a global systematic review of literature into free, open online programs for marginalised learners</u></a> <i>Sarah Lambert, Deakin University</i>	<a href="#"><u>South Australia's Education Works reforms: Inclusion via co-location?</u></a> <i>Peter Walker, Flinders University</i>	<i>Cody Palmer</i> <i>Laura Brenton</i> <i>Katrina Stroet</i> <i>Kayleah Leedham</i>	<a href="#"><u>ClassDojo's datafication of discipline: Surveillance, performativity and the data based management of students</u></a> <i>Jamie Manolev, University of South Australia</i>
11.40am – 12.10pm	<a href="#"><u>Your space or mine? Spatial justice and inclusion in learning environments</u></a> <i>Jenene Burke, Federation University Australia</i>	<a href="#"><u>Strengthening equitable access to and outcomes from education by listening to the Voices of disabled students</u></a> <i>Anne-Marie McIlroy</i>		<a href="#"><u>"Inclusive Education as a Right for All Children with Disabilities in Singapore: Progressive Realizations?"</u></a> <i>Levan Lim, National Institute of Education Singapore</i>

12.10pm – 1pm	<b>Lunch, including poster presentations and interactive workshop:</b>			
	<p><b>POSTER PRESENTATIONS:</b></p> <ul style="list-style-type: none"> <li><a href="#">Towards Inclusive Education for Refugee Children: Exploring Enablers and Barriers to Inclusion of the Bhutanese Students with Refugee Background in Schools of Tasmania, Australia, Nabaraj Mudwari</a></li> <li><a href="#">Inclusive Education Principles Mary Dracup, Deakin University</a></li> </ul> <p><b>Location: Level 2 Gallery</b></p>	<p><b>INTERACTIVE WORKSHOP:</b></p> <ul style="list-style-type: none"> <li>New assistive technologies for teaching, learning and navigating with vision impairment. <i>Paula Hobley, Deakin University</i></li> </ul> <p><b>Location: D2.204</b></p>		
<b>CONCURRENT SESSIONS</b>				
	<b>Location : D2.193 Percy Baxter Theatre</b>	<b>Location : D2.194</b>	<b>Location : D2.211</b>	<b>Location : D2.212</b>
1pm – 1.30pm	<a href="#">The right to learn and the right to play: Children's education is not a commodity</a> <i>Roseanna Bourke, Massey University</i>	<a href="#">Making sense of school sensory rooms</a> <i>Brent Hayward, Department of Education and Training, Amy Gowland, Elisabeth Winestone, Monash University</i>	<p><b>SYMPOSIUM:</b></p> <a href="#">Global Perspectives on Inclusive Teacher Education</a> <i>Bethany Rice (Moderator), Endicott College, US</i> <i>Kate McAnelly, University of Otago, NZ</i> <i>Gwadabe Kurawa, Nigeria</i> <i>Levan Lim, Nanyang Technological University, Singapore</i> <i>Ben Whitburn, Deakin University</i>	<p><b>WORKSHOP:</b></p> <a href="#">The Teaching for Diversity Workshop</a> <i>Jo Raphael, Deakin University</i>
1.30pm – 2pm	<a href="#">Learning portals: actions and responses that enable play and learning</a> <i>Amy Cloughton, Federation University of Australia</i>	<a href="#">A culture of access? Imagining new possibilities for disability inclusion in medical education</a> <i>Neera Jain, University of Auckland</i>		
2pm – 2.30pm	<a href="#">Problematising consultancy in early childhood education: Including the (un)developing child.</a> <i>Kim Brown</i>	<a href="#">Co-designing on-line modules targeting continuity across education and allied health supports for students with disability</a> <i>Teresa Iacono, Latrobe University</i>		

2.30pm – 3pm	<a href="#">An Educational Encounter for Critical Disability Studies: Conceptualising education and inclusion for marginalised disabled children within the context of rural poor in Vietnam.</a> <i>Peng-Sim Eng, Deakin University</i>	<a href="#">Learning for gifted children is affected by ability which is seen as fixed</a> <i>Melanie Wong, Manukau Institute of Technology / University of Canterbury</i>		
3pm- 3.30pm	<b>Afternoon Tea</b> <b>Location: Level 2 Gallery</b>			
	<b>CONCURRENT SESSIONS</b>			
	<b>Location : D2.193 Percy Baxter</b>	<b>Location : D2.194</b>	<b>Location : D2.211</b>	<b>Location : D2.212</b>
3.30pm – 4pm	<a href="#">Food for thought.</a> <i>Joanne Griggs, Victoria University</i>	<a href="#">Inclusive practice for children and young people with domestic violence trauma-implications for schools and pre-service teachers.</a> <i>Aimy McAninly, Croydon Community Sch</i>	<a href="#">Connecting the community with paints and brushes</a> <i>Kelly Chan</i>	
4pm – 4.30pm	<a href="#">Encountering Diversity: Drama as a transformative pedagogy for preparing inclusive-minded teachers</a> <i>Jo Raphael, Deakin University</i>	<a href="#">Education through constructing a Resilient and Relational Culture.</a> <i>John Hendry</i>	<a href="#">Are you out of your mind? : The representation of learning experiences of students diagnosed with mental health challenges.</a> <i>Maree Roche, Deakin University</i>	
4.30pm – 5pm	<a href="#">How can applied theatre contribute to social cohesion and inclusion in Geelong?</a> <i>Dave Kelman, WEYA and ISILC, VU Research, Victoria University</i>	<a href="#">The Subtle Nature of Exclusion, Impact on Education</a> <i>Olalekan Oloqookun, Victoria University</i>	<a href="#">Pedagogy of Hope</a> <i>Jennie Duke, OnTheSamePage</i>	
5-6pm	<b>Performance: Western Edge Youth Arts</b> <b>Location: D2.193 Percy Baxter Theatre</b>			

## Sunday October 28, 2018

8.30am	<b>Registration opens</b> <b>Location: Level 2 Gallery</b>			
9.30am-10.30am	<b>Keynote Speakers</b> Susanne Gannon, Western Sydney University - <i>Shaking the tree: Troubling affects, texts and arts of inclusion</i> <b>Location : D2.193 Percy Baxter Theatre</b>			
	<b>CONCURRENT SESSIONS</b>			
	<b>Location : D2.193 Percy Baxter Theatre</b>	<b>Location : D2.194</b>	<b>Location : D2.211</b>	<b>Location : D2.212</b>
10.40am – 11.10am	<a href="#"><u>Including emergent scholars with disabilities in the academy is a right, right? Two doctoral candidates' narratives of their research journey</u></a> <i>Melanie Wong and Leechin Heng, Manukau Institute of Technology / University of Canterbury</i>	<a href="#"><u>Inclusive approaches to prevent educational exclusion</u></a> <i>Victoria Triqqs, Therapeutic Engagement Support Services Incorporated</i>	<a href="#"><u>Inclusive or illusive: is our education system failing students who have dyslexia?</u></a> <i>Laura Dickinson, Deakin University</i>	<a href="#"><u>Incarcerated, excluded, and becoming a teacher</u></a> <i>Margaret M Lo, Faculty of Education, University of Hong Kong</i>
11.10am – 11.40am	<a href="#"><u>Flipping ideas about who can educate: sexuality and relationships education BY people with an intellectual disability</u></a> <i>Patsie Frawley, Deakin University</i>	<a href="#"><u>Designing for diversity, intersectionality and education</u></a> <i>Chris Pycroft, Intopia</i>	<a href="#"><u>How does education policy position Victorian Government primary and secondary students with dyslexia?</u></a> <i>Bec Marland, Victoria University</i>	<a href="#"><u>Youth justice, educational inclusion and moral panic</u></a> <i>Philippa Moylan, ISILC, VU Research, Victoria University</i>
11.40am – 12.10pm	<a href="#"><u>Finding Their Voice: Action Research and Autoethnography in Inclusive Teacher Preparation</u></a> <i>Bethany Rice, Endicott College</i>	<a href="#"><u>Poverty, Rights and Corrective Lenses</u></a> <i>Alison Kearney, Massey University</i>	<a href="#"><u>Confronting Difference: Engaging Teachers to Enact Inclusion in Hong Kong Second Language Classrooms</u></a> <i>Cheri Chan</i>	

12.10pm – 1pm	<b>Lunch</b> <b>Location: Level 2 Gallery</b>			
1pm - 1.40pm	<b>Senior Scholar (not disclosed)</b> <b>Location: D2.193 Percy Baxter Theatre</b>			
	<b>CONCURRENT SESSIONS</b>			
	<b>Location : D2.193 Percy Baxter Theatre</b>	<b>Location : D2.194</b>	<b>Location : D2.211</b>	<b>Location : D2.212</b>
1.50pm – 2.20pm	<a href="#"><u>Understanding collaborative teams consisting of parents, teachers, and allied health professionals supporting students with Autism Spectrum Disorder</u></a> <i>Samantha Vlcek, University of Tasmania</i>	<a href="#"><u>The multiple meaning of inclusion: What is included, what is excluded?</u></a> <i>Kim Beasy, University of Tasmania</i>	<a href="#"><u>Evaluating the Role of UAE Institutions in Creating Local Disability Specialists for People with Vision and Hearing Impairments</u></a> <i>Muna Alhammadi</i>	
2.20pm – 2.50pm	<a href="#"><u>Autism and Inclusion: The rights of the child with autism and the narratives of teachers</u></a> <i>Marie Turner, Victoria University</i>	<a href="#"><u>“A Eurocentric Education”: Its Role in Migrant Identity and Empowerment</u></a> <i>Reshmi Roy, Deakin University and Nish Belfrod, Monash University</i>	<a href="#"><u>Inclusion of Students with Disability at School: Impact of disability awareness training and physical activity on attitudes of students without disabilities</u></a> <i>Fiona Rillotta, Flinders University</i>	
2.50pm – 3.20pm	<a href="#"><u>Herding Cats - Making sense of the National Consistent Collection of Data (NCCD) through action research in schools.</u></a> <i>Jennie Duke</i>		<a href="#"><u>Time for Inclusion?</u></a> <i>Matt Thomas and Ben Whitburn, Deakin University</i>	
3.30pm- 4pm	<b>Conference closing + announcement TIES2019 (Conference Convenor)</b> <b>Location: D2.193 Percy Baxter Theatre</b>			

## Abstracts

# - children's rights, disability and education-a new frame or a lost cause

Grant, Trish - Author

### **Lead Presenter**

Trish Grant

### **Submission Theme**

Oral Presentation

### **Key words (3-5 words/phrases)**

human rights to resolve systemic barriers

### **Abstract**

This presentation will describe an ngo's strategy to remove systemic barriers to disabled children having equitable access to and outcomes from education through human rights litigation, lobbying and collaborative action. The value and difficulties of using a human rights approach to achieve systemic change will be examined.

# **“A Eurocentric Education”: Its Role in Migrant Identity and Empowerment**

Roy, Reshmi - Author; Belford, Nish - Co-Author

## **Lead Presenter**

Dr. Reshmi Roy

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

gender, migrant identity, education, empowerment, eurocentric

## **Abstract**

Epictetus (55 AD-135 AD) informs us that “only the educated are free.” Meanwhile, the *Becoming an Australian Citizen* book declares that citizenship “gives you the opportunity to call yourself an Australian”, asserting that a true Australian undertakes a “shared sacrifice for the common good” (Alice Pung in *The Age*, September 30, 2007). Pung (2006) observes that her mother who knows a fair amount about shared sacrifice for the common good would never pass the test for Australian citizenship in spite of her long stay in Australia as “She could not read because she had been housebound for two decades.” Drawing on these ideas, this paper offers perspectives on education and its role in shaping identity and experiencing inclusion within the quotidian Australian migrant experience. Our paper uses critical autoethnography (Boylorn & Orbe, 2014) to highlight the migrant perception of education as empowerment and frames the exploration of issues of displacement and belonging experienced by culturally and linguistically diverse (CALD) migrants in an ‘intercultural’ Australia. The aim of the paper is to question whether education is an empowering tool for migrant women that helps in creating a new identity by deleting/excluding elements of cultural history or does it do so by reclaiming/including the sense of privilege and disempowerment as shaped by a Eurocentric education? (Gandhi, 1998).

# **“Inclusive Education as a Right” for All Children with Disabilities in Singapore: Progressive Realizations?**

Lim, Levan - Author; Thaver, Thana - Co-Author

## **Lead Presenter**

Levan Lim

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

Singapore, Inclusive Society, Inclusive Education, UNCRDP, Children with Disabilities, Progressive Realizations

## **Abstract**

According to the UNCRPD, inclusive education is a fundamental right of every child. To realize this human right for every child, State Parties are to ensure that children with disabilities are not excluded from the mainstream education system on the basis of disability and can access an inclusive education on an equal basis with other children from their own communities. Singapore ratified the UNCRPD in 2013, and during the past fifteen years, Singapore has made significant gains towards the inclusion of greater number of students with disabilities within its mainstream schools. For a system of education that was traditionally dualistic – where students without disabilities went to mainstream schools and students with disabilities went to special schools – the number of students with disabilities in mainstream schools has steadily risen to overtake the number of students with disabilities in special schools. The Compulsory Education Act was passed by Parliament in Singapore on 9 October 2000 and came into effect on 1 January 2003. This Act makes primary school education compulsory for all children in Singapore with exemptions made for students attending special schools. Till now, students with moderate to severe disabilities in Singapore are exempt from compulsory education. On 5 November 2016, the government announced these children will be included within the Compulsory Education Act starting from the Primary 1 registration exercise in 2018 for their school enrolment in 2019. This extension of the Act to all children with disabilities is a significant milestone in ensuring their right to an education. These developments have been part of Singapore government's ongoing efforts to build a more inclusive and equitable society. Our presentation will consider and discuss how Singapore can engage in progressive realizations of the UNCRPD for all children with disabilities and, in particular, for children with moderate to severe disabilities.

# **“We appreciate the efforts. But is this enough?” - Exploring the experiences of Maldivian inclusive education practices**

Shakeeb, Amathullah - Author

## **Lead Presenter**

Amathullah Shakeeb

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

Inclusive Practices, inclusive education policies, preschool

## **Abstract**

The purpose of this paper is to explore how Maldivian education policies facilitate or hinder inclusive education practice in the country. The quote in the title emerged from a pilot study completed in the Maldives in 2017 which highlighted the disappointment students, parents and teachers expressed in relation to the numerous exclusionary actions taking place within the school systems despite the existence of inclusive education policy. Although, Maldives outperformed many wealthier small countries in achieving universal primary education, education in the country is considered weak in terms of quality and equity (The World Bank, 2012). This was evident in the recent findings of my pilot study which included participants from secondary school settings in the country's capital city. In order to go deeper into exploration and inquiry on learning more on inclusive practices in the county, the pilot study will be expanded to include participants and settings from all regions of the country, particularly preschools. As a recent policy direction made preschool classes to be within the administration of formal education systems (Shafeeq, 2017), the implications of this policy reform might influence in the country's inclusive practices at the foundation stage. Hence, building on the pilot, the doctoral study will reveal the systemic response to inclusive practices which will be vital to inclusive education reform and practice in the preschools across the country by exploring how members experience inclusive practices and what are the challenges and enabling conditions that support inclusive practices for all members. The paper will present a review of pertinent literature rationale and conceptualisation. practices. This paper will be of interest to professionals, academics and policymakers who are interested to learn how inclusive practices progress in small developing nations which will assist the international bodies to support in the implementation of inclusive practices in similar contexts.

# **A culture of access? Imagining new possibilities for disability inclusion in medical education**

Jain, Neera - Author

## **Lead Presenter**

Neera Jain

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

Disability; medical education; critical disability studies; inclusive professional education

## **Abstract**

Forty-five years of civil rights law has provided a framework for disabled students' educational opportunity in the United States (US). Historical accounts suggest that while schools have included disabled students over this time, efforts to do so have been disparate. Over the past decade, a new focus on disability inclusion in medical education has developed. This attention to inclusion followed the 2008 Amendments to the Americans with Disabilities Act, which clarified a broad understanding of what counts as "disability" under the law. Alongside this legislative change, research, successful litigation, and professional community building has also advanced attention to disability inclusion. These recent efforts point towards alignment with a larger diversity mission in medical education and the wider medical profession. Despite this recent movement, however, only 2.7% of U.S. medical students disclose a disability to their school, compared to 6% of similar-aged individuals in the U.S. population. Hegemonic ableist discourses of disability and what a physician should be ensure that inclusion remains a slow-moving work-in-progress. This paper presents a constructivist grounded-theory study that examines how four U.S. medical schools enact inclusion in this new era of disability in medical education. By bringing together the perspectives of 45 faculty, administrators, and disabled students generated in the course of semi-structured interviews, I will illustrate the persisting challenges to inclusion. In particular, I focus how individuals and institutions navigate these challenges, and imagine possibility for reaching a culture of access in medical education. Current efforts towards inclusion are limited by their individualized approach, which perpetuates a risk mindset towards disability for institutional actors and students. In response, I propose movement towards a new systemic model of inclusion that values disability as an asset to medical education and a normative aspect of human diversity.

# **An Educational Encounter for Critical Disability Studies: Conceptualising education and inclusion for marginalised disabled children within the context of rural poor in Vietnam.**

Eng, Peng-Sim - Author

## **Lead Presenter**

Peng-Sim Eng

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

disability study, marginalised, education, global south,

## **Abstract**

Inclusive education evolved from disability rights and has made a full cycle back to human rights. As it stands today, inclusive education operates from an ever-growing base, a complex mix of issues, that has shifted its original focus on disability which in itself has varying definitions. Research literature for educational inclusion of individuals with significant disabilities at a glance seems to be overshadowed by that for other issues. This is especially so for reports from developing global South countries where nationally allocated services for the disabled in rural poor communities is often marginal and educational opportunities for the disabled children are few or absent. This paper explores education and inclusion within the context of marginalised disabled children in a rural poor community in Vietnam. It will present my discourse as a special education teacher trainer and mentor at the Kianh Centre, in central Vietnam's Dien Ban district, for four years under the Australian Volunteer for International Development programme. This paper focuses a part of my research project on praxis in critical disability studies for emancipation of disabled children who have been marginalised from access to education.

# **An exploration of one initial teacher education (ITE) programme's attempt to 'work the space' in pursuit of inclusivity and equity**

Heng, Leechin - Author

## **Lead Presenter**

Leechin Heng

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

Inclusion, equity, teacher education

## **Abstract**

This presentation will present findings of two teacher educators' attempt to 'work the space' to innovate what Zembylas (2015) refers to as pedagogy of discomfort with the student teachers in a new initial teacher education (ITE) programme in Aotearoa New Zealand. If the purpose of inclusive education is to unsettle taken-for-granted beliefs about the world that are accepted as given, then innovating pedagogies of discomfort in ITE programmes are not only unavoidable but also necessary, to challenge dominant ideologies and practices that have been steadfastly held as normative and ideal. Grounded in the methodology of ethnographic case study, this study is informed by the theoretical lens of critical discourse analysis (CDA). In the findings, I will share about the teacher educators' attempt to situate learning acquisition via the students' principles, rather than via imposed power, in order for the students to better make sense of their learning acquired in educational settings. I will also share how the teacher educators took the idea of situating learning acquisition in the learner's principles a step further in critically prompting student teachers to reflect on the potential 'harm' that can occur when teachers' took it for granted that the role of a teacher is to assimilate or 'help' students to conform to the ways of beings of the dominant norm. This presentation is part of a doctoral study that seeks to explore how one ITE programme attempted to develop a new ITE programme in pursuit of a more inclusive and equitable education system in Aotearoa New Zealand.

# **Are you out of your mind? : The representation of learning experiences of students diagnosed with mental health challenges.**

Roche, Maree - Author

## **Lead Presenter**

Maree Roche

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

learning, mental health, secondary school, youth

## **Abstract**

This paper explores the learning experiences of students with lived experiences of mental health challenges via secondary education. I am driven by the question: are students with lived experiences of mental health challenges taught or managed? My aim is to address a discomfort that is implicitly present in secondary school classrooms. In responding to the question asking whether inclusive education is a right, the dichotomy between behaviour and emotional management and learning with mental health challenges must be addressed. Informed by Foucault's theory on bio power in relation to identity and ethics, the paper explores the learning experiences of students who have lived experiences of mental health challenges, as well as the role of teachers and schools. Throughout I weave personal experience and observations of my own lived experiences of mental health challenges (Bipolar Type 1 Disorder) and related co-morbidities such as depression, anxiety and obsessive – compulsive behaviours. The concept that the learner is the centre of its own education and that the focus need not only be on symptom, emotional and episodic management but also on the successful learning and achievement by exploring and extending student's strengths. I also question whether student's abilities to learn through episodes such as depression and mania are ignored. Furthermore, whether their successes and high achievements are dismissed by a lack of in depth and comprehensive pedagogy, educational leadership and learner centered co-production potentially leading to the invisibility of their talents, strengths and abilities. My concluding message is that focusing on the learners academic / learning strengths and talents might develop the social and political value of education of people with mental health challenges, on the basis that their academic strengths is emphasised over their behavioural, episodic & emotional management.

# Autism and Inclusion: The rights of the child with autism and the narratives of teachers

Turner, Marie - Author

## Lead Presenter

Marie Turner

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

autism spectrum disorder; inclusion, narrative inquiry

## Abstract

My research aims to explore the opportunities and the challenges faced by teachers through Narrative Inquiry. This research also weaves my own personal experiences of having a brother with autism and many years of teaching children on the autism spectrum. This paper will present the preliminary findings through teachers' narratives in one local primary school, to support children identified with autism, towards their right for an inclusive education. In the state of Victoria, schools are required to meet the Disability Standards for Education 2005 under Section 32 of the Disabilities Act 1992 (DEECD, 2015). The act requires schools to modify or adapt their programs and environments to ensure that students with a disability, including those with a diagnosis of autism, are able to participate in an equitable way with their peers. These provisions aim to maximize the learning outcomes and experiences for children with disabilities in Victorian schools. When these modifications are present in a school, they are identified as being inclusive. As schools become more inclusive, increasing numbers of students with an autism diagnosis are attending mainstream schools in preference to segregated settings, such as special or special developmental schools. My methodology is narrative inquiry with influences from the writers of social constructionism where knowledge and understanding is learned and co-constructed through interactions with others. My data is analysed using an inductive approach and deductive using the Booth and Ainscow (2011) orchestration framework. A tentative reading of my data indicates how supporting children with autism in the classrooms may challenge the efficacy of teachers and the school environment in meeting the learning needs of their students. I will provide a critically reflective summary of my research from the stories of teachers from a local primary school who identify themselves as being inclusive.

# Breaking the boundary between research and activism: What does it mean for inclusive education research in the global South?

Nguyen, Xuan Thuy - Author

## Lead Presenter

Xuan Thuy Nguyen

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

inclusive education, global South, research, activism, intersectionality

## Abstract

This paper will address inclusive education from a post-colonial and intersectional perspective. It aims to 'unsettle' the politics of inclusion in local, national, and transnational spheres by connecting disability research, knowledge, and activism. I shall begin by re-visiting the intellectual projects of inclusive education as a discursive practice of knowledge production, drawing on post-colonial studies. This knowledge practice is useful in helping readers to critically engage with some textual conventions produced by scholars in the global North. Second, reflecting on the first phase of my research, Transforming Disability Knowledge, Research, and Activism (TDKRA), a collaborative project that addresses the inclusion and exclusion of women and girls with disabilities in Vietnam, I discuss the possibilities and challenges for inclusive research for transforming the power relationships between researchers and activists. I interrogate the static and simplistic boundaries of knowledge on inclusion and exclusion, arguing that such boundaries have been shaped by the participants' multiple positions. An intersectionality perspective unveils the ways in which institutional ableism, racism, and sexism intersect with gendered, racialized, and disabled identities in ways that foster their marginalization from education. Finally, recognizing ongoing struggles of Southern inclusive education discourses in shaping their theories and discourses, I argue that we need to create more transformative spaces for disabled girls and women in the South to tell their stories and, thus, re-imagine social justice in transnational contexts.

# **ClassDojo's datafication of discipline: Surveillance, performativity and the data based management of students**

Manolev, Jamie - Author; Sullivan, Anna - Co-Author; Slee, Roger - Co-Author

## **Lead Presenter**

Jamie Manolev

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

Discipline, surveillance, performativity, datafication

## **Abstract**

ClassDojo is one of the most popular and successful educational technologies used internationally in classrooms, boasting more than three million teachers and 35 million students as signed up users of the platform (Williamson, 2017). Grounded in Positive Psychology and its focus on character traits, ClassDojo was initially designed as a technological tool to support teachers' classroom discipline. Key functional aspects include its ability to track, store, and produce behavioural data of students, providing teachers with an array of new possibilities for organising, assessing, and managing students. Despite its popularity research on ClassDojo is scant, however there are emerging concerns associated with its influence on education. This paper critically examines the ways in which ClassDojo is altering the disciplinary landscape in schools through the datafication of discipline and student behaviour. It investigates the implicit disciplinary strategies embedded within ClassDojo's behaviour shaping mechanisms that provide conditions for the emergence of classroom cultures of surveillance and performativity. Drawing on Foucault's theory of disciplinary power and Ball's conceptualisation of performativity, we analyse ClassDojo's design features and describe ways in which it may be influencing classroom management practices within contemporary education. We argue that ClassDojo aligns with the infiltration of new managerialist modes of practice in education, serving as a mechanism of inclusion and exclusion by measuring, managing, and ranking students according to the performance of behaviour. Through ClassDojo, students are made visible, calculable and intelligible through number; they are reconstructed as data subjects. The data produced through such practice and technologies enable new techniques of governance and organisation to emerge. Performed student behaviours become a measure of productivity and a comparative display of student quality that frames student success in individualistic terms. Behaviour performance may then be utilised as justification for disciplinary actions that function to exclude.

# Co-designing on-line modules targeting continuity across education and allied health supports for students with disability

Iacono, Teresa - Author; Hyett, Nerida - Co-Author; Bagley, Kerryn - Co-Author; McKinstry, Carol - Co-Author; Landry, oriane - Co-Author; Spong, Jo - Co-Author

## Lead Presenter

Teresa Iacono

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

school inclusion, disability, allied health, co-design, NDIS

## Abstract

**Aims.** We aimed to evaluate the process and outcomes of co-designing on-line modules that targeted supports for students with disability across education and therapy services. **Method:** Co-design workshops with parents, teachers and allied health professionals began with developing two authentic cases of primary school students with disability. Only one student had an NDIS individualised package. These cases became the focus for designing supports for their developmental, academic and functional needs within and outside school. Co-design members informed module content and design, which were then reviewed and evaluated by external stakeholders. The evaluation outcomes were provided to the co-design members, who were then given a final opportunity to suggest changes to module content. **Results:** Co-design members found useful the content from an initial module on policy, and research evidence for enhancing inclusive education, and that the design features were user-friendly. The case development process and outcomes reflected complementary expertise. Group dynamics evolved as members considered their own and others' expertise and contributions to achieving the best student outcomes. The co-design group quickly developed a collaborative working process, which members were keen to have reflected in further modules. The case students' needs tended to be focused on social and physical disability, sometimes described using deficit language. The case descriptions and suggestions for how best to support each student provided the researchers with the content from which they could suggest reasonable adjustments that aligned with funder and school requirements in relation to allied health involvement. The reactions of external stakeholders to the cases and designed supports will also be reported. **Conclusions:** Collaboration around student-focused needs may require a shift in usual ways of working to ensure inclusive supports for students with disability. Furthermore, prolonged engagement with an emphasis on the social model of disability was indicated for future co-design work.

# Confronting Difference: Engaging Teachers to Enact Inclusion in Hong Kong Second Language Classrooms

Chan, Cheri - Author

## Lead Presenter

Cheri Chan

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

inclusive education; ESL teacher education; collaborative professional development

## Abstract

In today's globalised world, diversity in the classroom is commonplace. Hong Kong, like many other educational contexts around the world, has an inclusive education policy, but studies have shown that the absence of a support framework in schools has created significant challenges for frontline teachers attempting to embrace diversity. In this paper, I report on a study examining ways to engage and support a cohort of postgraduate English as a Second Language (ESL) in-service primary teachers, enrolled in a part-time university programme in Hong Kong, to challenge marginalising practices in their teaching contexts. Specifically, teachers were encouraged to rethink ESL pedagogic principles in terms of inclusion and social justice through the lens of critical pedagogy. One feature of the support was the creation of a new integrated course combining broader educational foundation theories with subject-based pedagogical content knowledge. This course was co-taught by teacher educators from two different disciplines - teacher of ESL Methodology and teacher of Special Educational Needs. Through a collaborative lesson study, the in-service teachers were able to unpack and interrogate tensions and dilemmas arising from contextualising inclusive education theories in their classrooms. Data include lesson plans, transcripts of reflective conversations and written reflections, these were analysed using discourse analysis. Findings were theorised through the lens of critical pedagogy to identify if and what new understandings of inclusive education emerged after the co-inquiry. Implications for re-thinking ESL teacher education beyond merely developing teachers' linguistic knowledge and technical skills will be discussed. The paper argues ESL teacher education needs to also consider how it is engaging teachers to interrogate social inequalities in schools. This is especially urgent in sociocultural contexts where there is a deficit of justice.

# Connecting the community with paints and brushes

Chan, Kelly - Author

## Lead Presenter

Kelly Chan

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

art, displacement,

## Abstract

Displacement has put growth on hold, kids in limbo are deprived of the conditions necessary for attachment. In Hong Kong, there are around ten thousand asylum seekers (Justice Centre HK, 2018). It is one of the smallest refugee populations compared to that in other parts of the world. However, the rate of successful application is near zero. Many of them wait over a decade for their cases to be processed. Hong Kong is famous for its dense population; asylum seekers are invisible in the city and the living condition is appalling. Through Refugee Union Hong Kong, we organised regular painting workshops with refugee kids aged 4 to 14 between March and June 2018. We meant to create a safe space for connections and sharing of feelings and thoughts. Refugees who have previously been tortured and faced with unimaginable violence in their countries could use painting as a creative outlet for their pain and worries. We observed that some of them integrated with the community more easily than others; some struggled to establish trust. It was with time and believing in the source of creativity from within that made connections grow. In the presentation, we will share our observation throughout the four months and how we have made our workshops self-sustainable with a growing engagement from the Hong Kong community.

# Critical Policy Research in Education: Reflections on Key Threads

Molla, Tebeje - Author

## Lead Presenter

Tebeje Molla

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

education policy; critical policy research; policy context; power relations; social justice; critique; change.

## Abstract

Historically, policy research has been dominated by what is commonly referred to as the policy sciences tradition, which is positivist in its philosophical position and focuses on analysis for policy rather than analysis of policy. A positivist approach to policy analysis assumes an empirically 'given' social world to be 'discovered' and explained by the researcher. It ignores human values as an essential component of knowledge creation and discounts interactive historical and socio-cultural contexts that mediate policy processes. In response to such limitations, at least starting from the 1970s, there has been a call for a more interpretive approach to policy study. In education, with the consolidation of the sociology of education as a discipline, critical policy research (also known as policy sociology or policy scholarship) has emerged as an alternative research methodology. However, there is a need for clarifying what makes a critical policy research in education 'critical'. In this paper, I reflect on four dominant threads that typically appear to characterize the meaning of 'critical' in education policy research. These are anti-positivist methodologies, multidisciplinary orientation, analytical focus on power, and emancipatory goals. While not wishing to define a set of criteria upon which critical research should be based, if researchers are clearer about how their work is framed (which the defining characteristics above can help achieve), then they are better placed to frame pertinent research questions, make sound methodological decisions, and articulate analytical significances.

# Decolonizing schools? Building inclusion through cultural safety, competence and collaboration

King, Will – Author

## Lead Presenter

Will King

## Submission Theme

Oral Presentation

## Abstract

This presentation will examine how a local government school in Warrnambool, Victoria, has developed a suite of initiatives to enhance inclusion via cultural safety in its Indigenous students and cultural competence in its non-Indigenous students. The legacy of colonisation still looms large in the local Warrnambool community and its impact has been the historical, cultural, economic and educational marginalisation of Indigenous people. This is evident in the low retention and attendance figures amongst Indigenous students in Warrnambool secondary schools. Local school data reflects Indigenous students leave school before they reach senior secondary, minimizing their chances of post-school success. By addressing the ongoing marginalisation of Indigenous students within our community context through deliberately invoking inclusion via cultural safety and competence, we hope to increase retention for our Indigenous students through secondary school into post-school pathways. This presentation will highlight the role of authentic voice from the local Indigenous community in giving vital support to the implementation of the successful inclusive programs such as our Koorie girls program, Koorie language programs and Koorie cultural visibility initiatives that actively promote cultural safety. Throughout the presentation a focus on the ongoing development of a meaningful engagement with cultural competence through the inclusion of Indigenous history and culture across the school curriculum. The presenters will explore questions of colonization, voice, safety and agency. References: Beresford, Q, Partington, G and Gower, G (eds.) (2003) Reform and Resistance in Aboriginal Education. Crawley: University of Western Australia Press Craven, R (ed.) (2011) Teaching Aboriginal Studies – 2nd.ed. Crow's Nest: Allen and Unwin. Harrison, N (2008) Teaching and Learning in Indigenous Education. South Melbourne: Oxford University Press.

# Designing for diversity, intersectionality and education

Pycroft, Chris - Author

## Lead Presenter

Chris Pycroft

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

diversity, inclusion, LGBTI, disability, mental health

## Abstract

It's often said that a person's gender, their sexuality, their disability - they are all just part of who a person is. Yet education, campaigning and service delivery will often deliver to a single demographic but overlook the intersection between these demographics. What is the impact of a gender-neutral bathroom on a university campus not being accessible to a wheelchair user who is transgender? True inclusion is about diversity. It is about embracing our differences and designing for all. It is considering everyone – their ability, their identity, their mental health and wellbeing and ensuring equal involvement to the greatest extent possible. Whether it be targeted at key demographics, every person on the electoral roll, or for every current or potential tertiary education student, public education (and service delivery) needs to be designed and delivered to accommodate for all. Using a range of case studies, this presentation combines education, mental health, disability and LGBTIQ+ rights into one. It will look at how to conduct inclusive research and design to understand user requirements, designing for diversity and inclusion, and steps any person can take to make their educational materials more accessible. Case studies include: 2017 Australian Marriage Law Postal Survey research into digital identity by federal government the Australian LGBTI University Guide inclusion in mental health and suicide prevention sectors in Australia

# **Education is a right - A parent activist Story**

Thulborn, Kylie - Author

## **Lead Presenter**

Kylie Thulborn

## **Submission Theme**

Oral Presentation

## **Abstract**

Motivated by empowering others through advocacy Kylie is passionate about engaging in honest conversations. In this presentation, Kylie will describe how she advocates for full inclusion of young people with disabilities in Warrnambool Western Victoria. Through numerous projects including Bungee Jumping, Lawyers and Love, All Abilities Advocacy, the Speak Up Space, Lights / Rights / Music and the Find Your Voice Choir Kylie has evolved a dialogue with community that is honest and at times confronting but is representative of the lived experience of disability. Kylie acknowledges that cultural stigma, antiquated attitudes and inequitable access to education continue to undermine the capacity of students with a disability to achieve more than social inclusion. However, championing the rights with creative ventures can make a difference.

# Education through constructing a Resilient and Relational Culture.

Hendry, John - Author

## Lead Presenter

John Hendry

## Submission Theme

Oral Presentation

## Abstract

“Culture is everything.” Salisbury North R-7 School diverse primary school with a large refugee and Aboriginal population and growing numbers of International Students. In an environment with many children living in and with trauma we are navigating an educational approach based on the Relationship Culture. A primary focus throughout our endeavours has been creating an understanding of the crucial role positive relationships have played to construct a Positive and Resilient Education circumstance that enables all to work towards making contribution to self and to others central in their lives. Our culture sponsors hope, connection and a fosters a sense of security through the implicit and explicit teaching of the elements of a quality relationship: trust, forgiveness, integrity, hope and compassion. Students have a voice, are taught to be upstanders, to self-regulate and co-regulate through understanding their own and others’ “emotional triggers.” They respect each other and staff as a family. The Resilient Culture provides a security and sense of relational safety the positions all to learn individually and corporately with confidence.

# Encountering Diversity: Drama as a transformative pedagogy for preparing inclusive-minded teachers

Raphael, Jo - Co-Author; O'Mara, Joanne - Co-Author; Whitburn, Ben - Co-Author; Anderson, Kate - Co-Author; Moss, Julianne - Co-Author; Creely, Edwin - Co-Author

## Lead Presenter

Jo Raphael

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

inclusive education, pre-service teacher education, applied drama and theatre, critical disability studies

## Abstract

The Encountering Diversity Project places people with disability at the centre of professional practice knowledge and the teaching and learning process. The project works towards Slee's challenge for an inclusive education that 'asks questions about the power relationships of schooling, bears witness to injustice and seeks an educational settlement that will provide the knowledge, skills and dispositions necessary for a better world (2011, p. 155). At the centre of this project is the Teaching for Diversity Workshop. This university-based workshop, co-facilitated by actors with disability from Fusion Theatre Company enables pre-service teachers to experience a range of drama, applied theatre arts-based activities focussed on educational inclusion. Fusion is an inclusive theatre company for people with and without disability. As well as creating original theatre works for public performance, Fusion actors have been presenting workshops for professional development of pre- and in-service teachers since 2008. The workshop embraces 'a very different notion of learning space that makes education flexible enough to respond to the context of communities and students' (Slee, 2011, p. 157). Together participants work through a critical inquiry using the drama process as Fusion actors present narratives that open up critical questions for investigation about the power relationships in schooling. Participants "bear witness to injustices" experienced. In working with pre-service teachers, we are working towards developing their dispositions towards a more inclusive stance through shifts in inclusive mindedness. All parties to the project worked with the researchers to investigate the workshop process. This paper presents multiple perspectives of participants, actors and researchers on the experience of the active and embodied and arts-based encounter. It considers the workshop as a creative space of possibility and transformation in which participants gain new understandings about inclusive education, and are challenged to work towards a just educational settlement.

# **Epilepsy Smart Schools Evaluation - Influencing policy to achieve inclusive learning outcomes for students living with epilepsy**

Parker, Debra - Author; Barry, Michele - Author

## **Lead Presenter**

Michele Barry

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

policy, inclusion, disability, epilepsy, schools

## **Abstract**

**Objective:** The paper examined the work conducted by the Epilepsy Foundation in working towards improving education policy and reform in combination with an education and awareness program, the Epilepsy Smart Schools (ESS) program (<https://www.epilepsysmartschools.org.au/>). Since 2015, the Epilepsy Foundation has worked closely with the Victorian Department of Education and Training to instigate a seizure policy for schools. Alongside this, the ESS program was developed to provide teachers, students and their parents with the tools to understand the impact of epilepsy during the school years. This paper set out to evaluate the ESS program and inform future directions. **Method:** Extensive discussion was undertaken with Epilepsy Foundation staff and key stakeholders of the ESS program. The origins and process of development of the ESS program was also examined, which included quantitative and qualitative feedback from participants who undertook epilepsy-specific training delivered through the program. **Findings:** The framework for the ESS program provides a comprehensive and holistic approach to managing epilepsy, by providing training to a specific student's health management plan as well as education to the wider school community. Combining the ongoing development of an evidence-based school health program such as this with policy reform has provided a strong basis for better outcomes for students with epilepsy. Areas for improvements were also identified, regarding the translation of the overall ESS framework into practice. **Significance:** The current evaluation is an important part of the ongoing improvement of the ESS program. It has highlighted the value of a multi-systems approach to improving education, by working with individual children and their families, and schools, as well as considering opportunities for working to improve policy. This provides the basis for further improvements of the ESS program moving forward, as it becomes a national initiative. This will also require working towards a nationally consistent seizure management policy.

# Evaluating the Role of UAE Institutions in Creating Local Disability Specialists for People with Vision and Hearing Impairments

Alhammadi, Muna - Author

## Lead Presenter

Muna Alhammadi

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

Disability specialists, people with vision and hearing impairments, UAE

## Abstract

The United Arab Emirates (UAE) is one of the recent countries to make efforts to promote the rights of individuals with disabilities. The country issued its first national law regarding the rights of people with disabilities in 2006. Moreover, the UAE announced its first National Strategy for Empowering People with Disabilities in 2017. This strategy relies on six pillars including health, education, employment, social protection, family empowerment, and finally, public life and sports. However, different studies in the field of disability in the UAE indicate that the UAE does not have enough experienced personnel to address the needs of persons with disabilities in the above six areas, because most universities in the UAE do not offer enough programs to create such expertise. This study aims to evaluate the role of Emirati institutions in creating local disability specialists required to cover the special needs of people with vision impairment and people with hearing impairment. Results of this study will help different institutions in the UAE to offer new disability programs that are aligned with the UAE government national agenda. Data for this study will be gathered through Interviews and documentary evidence. The interviews will target five different groups including: administrators from government institutions offering services to people with disabilities, administrators from NGOs offering support to people with vision impairment and hearing impairment, Individuals with vision impairment and hearing impairment, university support staff from some selected universities and finally faculty staff who teach disability disciplines at UAE selected universities. This research is still in the data collection stage. However, the researcher will present the early results of the study.

# Facilitating inclusion through the provision of resource centres in Kazakhstan: A pilot project

Somerton, Michelle - Author

## Lead Presenter

Michelle Somerton

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

Collaboration, non-government organisations, resource centres, inclusive education,

## Abstract

Recognition and implementation of best practice collaborative partnerships are fundamental to developing inclusive schools and achieving positive outcomes. This is particularly important for those students requiring additional educational supports. In order to develop an individual approach to learning, and implement the necessary adjustments required to assist a student with specific needs, input from parents and other additional personnel is considered important (Evans, 2015). Azzopardi (2008) argues that "inclusion needs to be viewed as a process located within the culture, policies and practices of a whole school and community" (p. 11). Despite positive intentions from a range of contributors, the purpose and practice of collaborative relationships can vary significantly (Cloninger, 2017). The present study examines the collaborative experiences of key stakeholders at schools that are supported by NGO resource centres in Astana, Kazakhstan. This research explores the lived experiences of teachers, parents, and resource centre personnel as part of a recently established educational partnership. The perspectives of these stakeholders highlight the complex factors in schools that either enable or disable children (Slee, 2011). The central focus of this research is to identify who key stakeholders are collaborating with, collaboration processes, and how regularly collaboration takes place. Preliminary findings will be presented at The Inclusive Education Summit in Melbourne, Australia. The results will not only provide a snapshot of current collaborative practices within the Kazakhstani context of educational reform, but identify partnerships that can be enhanced and contribute to the development of appropriate models of support.

# Finding Their Voice: Action Research and Autoethnography in Inclusive Teacher Preparation

Rice, Bethany - Author

## Lead Presenter

Bethany Rice

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

"teacher education," "inclusive education," "autoethnography," "action research"

## Abstract

Inquiry based research has become a staple in educator preparation programs in recent years (Mills, 2011; Hensen, 1996). Using a cyclical approach to research, teacher candidates examine their practices with students to affect positive change within their classroom community (Mills, 2011). While many studies have explored the effectiveness of this approach (Lattimer, 2012; Hine, 2013), results have been mixed due to the relative inexperience of teacher candidates, their long-held personal beliefs about education (Hine, 2013), and limited time to implement the approach. The studies often cite reflection as a crucial component of the process, however, the focus on reflection occurs at the completion of the research, rather than the start or throughout the process. Teacher candidates need opportunities to learn and develop their reflective practice.

Autoethnography uses deep, critical reflection (Adams, Holman Jones, Ellis, 2015) to examine values and beliefs and expresses a concern for social justice. According to Hensen (1996), action research promotes reflective teaching and thinking, as well as places teacher candidates in control of their developing craft. In their early research on the use of autoethnography with pre-service teachers, Rice & Threlkeld (2018), discovered that candidates, while identifying a need for social justice, did not have the skills necessary to take action. The autoethnographic process revealed teacher beliefs about teaching and learning, but using these beliefs to improve inclusive education practices remains uncertain. Combining the tools of autoethnography and action research would fill a void in the field of inclusive teacher preparation. The critical reflection used in autoethnography would potentially identify areas of social justice needed to improve inclusive practices in the classroom and broader school community. Candidates would then have an opportunity to engage in guided, action research to explore their identified topic. This presentation will highlight the research being conducted, including the early findings.

# Flipping ideas about who can educate: sexuality and relationships education BY people with an intellectual disability

Frawley, Patsie - Author

## Lead Presenter

Patsie Frawley

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

Disability, Peer Education, Sexuality

## Abstract

The right to be sexual is a contested one for people with an intellectual disability. Claiming this right is fraught for people whose capacity to decide, to choose and to reason is brought into question by the cognitive label that defines them. Practices in education, health and psychology have responded to the 'victim/villain' discourse surrounding the sexual experiences of people with an intellectual disability with rules-based education, restrictive regimes and behaviourally based interventions. Research which has asked people with an intellectual disability about the benefits of these approaches has found few claims to its efficacy. This presentation will introduce the Sexual Lives & Respectful Relationships (SL&RR) model. SL&RR is informed by a strong commitment to the disability rights dictum 'nothing about us without us' now enshrined in the United Nations Convention of the Rights of Persons with Disabilities, and the researchers' commitment to collaborative and inclusive approaches to research and adult education with people with intellectual disability. The SL&RR peer education model and its underpinning principles of democratising education with people with an intellectual disability will be introduced along with first person accounts of the transformative impact of this approach at the individual and broader community levels. We will highlight the importance of and how we partner with people with an intellectual disability in the pursuit of their sexual rights through education where they are seen as the experts. Drawing on research from across the ten years of this approach we will present the transformative outcomes of peer education as a strong alternative to traditional sexuality education for people with an intellectual disability.

# Food for thought.

Griggs, Joanne - Author

## Lead Presenter

Dr Joanne Griggs

## Submission Theme

Alternative Presentations

## Key words (3-5 words/phrases)

Reward in special-education, using food to educate, food based neuro-genetic Perky effect

## Abstract

Imagine learning about gravity using a mound of cascading M&Ms or, fabulous; M&Ms as counters in maths. "Add on 7, sorry, I mean 6... where's that other one gone?" High-school fun! How about a sausage sizzle during sport or perhaps chocolate tasting for the whole family in literacy homework? Surely this can help a child stay focussed? "Sorry, what obesity epidemic?" Fine, how about learning fractions utilizing a healthy choice, a mandarin or better still spicy pizza slices cut from paper? Food as reward is common in special-schools, even after broad organizational acknowledgement of the health consequences. However, has anybody thought about the consequences of utilizing food related literacy or learning tools for academic achievement? Is this teacher laziness or powerful engagement? Is this helpful or discrimination? Clinical studies including functional image studies report increased sensitivities in dysregulation of reward systems and reward circuitry; especially in substance-use disorders, obsessive-compulsive disorders or eating disorders. This includes neurodevelopmental disorders (i.e., attention deficit/hyperactivity disorder (ADHD) and genetic syndromes (Fragile X syndrome (FXS), Prader-Willi syndrome (PWS) and Rett syndrome (RS)) (Dichter et al., 2012). It doesn't take a neuroscientist to understand that you don't demonstrate the 12-step-program at Alcoholics Anonymous (AA) using drawings of overflowing beer glasses. My daughter has PWS, which is a complex neuro-genetic disorder with a phenotype of life-long hunger. Our family has spent 12 years creating an intervention routine against the prediction of obesity. My daughter is doing well, however, even though the school is aware of her condition, we have experienced every food related example mentioned and many more. We've spoken with the principal, vice principal, teacher, year co-ordinator and teacher's aide. Yet, just 2hrs after our last meeting the students were making fairy bread to fill in time before their lunch.

# From the margins to business as usual: Inclusive education as routine practice

Dracup, Mary - Author; Zacharias, Nadine - Co-Author

## Lead Presenter

Mary Dracup

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

'higher education' 'inclusive curriculum' 'institutional change'

## Abstract

Australian higher education institutions are required to provide all of their students with an equitable opportunity for academic success (TEQSA 2015, Section 2.2:1). Student diversity has increased markedly since the introduction of the Higher Education Participation and Partnerships Program (HEPPP) and the demand-driven funding system from 2010. However, traditionally under-represented student groups are continuing to achieve below-average success and retention rates (Higher Education Standards Panel, 2017). This indicates a need for more effective institutional action which understands student diversity as a fundamental reality of 'doing business' in a mass higher education system. This presentation describes a strategic initiative led by an Australian university's Equity and Diversity Unit (EDU) that aims to ensure the University meets the TEQSA Standard of providing an equitable opportunity for all students. This initiative builds on the capability and systems developed over six years by HEPPP-funded programs which aimed to embed inclusive teaching and learning practices across the University, culminating in an evaluation in 2017 that identified systemic enablers and barriers to providing inclusive education at the University. In 2018, supported by this evidence, EDU is working with champions across the University to institute a top-down approach that aims to tackle systemic inhibiting factors, using the program's final year of funding to achieve sustainable institutional changes. The presentation will reflect on the achievements and challenges of this approach and provide learnings for researchers and practitioners who are setting out to achieve whole-of-institution change towards inclusive education approaches. References Higher Education Standards Panel 2017, Discussion paper: Improving retention, completion and success in higher education. Canberra: Department of Education and Training, retrieved 14 January 2018, <https://docs.education.gov.au/node/44116>. TEQSA (Tertiary Education Quality & Standards Agency) 2015, Higher education standards framework (threshold standards) 2015, Department of Education and Training, Canberra, retrieved 23 January 2018, <https://www.legislation.gov.au/Details/F2015L01639>.

# Global Perspectives on Inclusive Teacher Education

Rice, Bethany - Author; Threlkeld, Aubry - Co-Author; McAnelley, Kate - Co-Author; Whitburn, Ben - Co-Author; Kurawa, Gwadabe - Co-Author; Hedegaard-Sorensen, Lotte - Co-Author; Hamre, Bjorn - Co-Author

## Lead Presenter

Bethany Rice

## Submission Theme

Symposia

## Key words (3-5 words/phrases)

Inclusive education, teacher preparation, global perspectives

## Abstract

Teacher preparation programs have been largely concerned with technical and pedagogical skills, but until recently, failed to acknowledge the importance of inclusive practice. Caring for the cultural needs of students was secondary to pedagogy. Traditional preparation programs were premised on certain types of school structures, ones that may not prepare teachers for their actual work in the field. Programs were preparing teachers in isolation, void of the cultural contexts of the work. The very people who are charged with eliminating isolation practices in education were themselves being isolated. Inclusive education and teacher preparation within the United States and around the world varies greatly in format and practice, yet programs grapple with the same underlying challenges: which practices work; managing shifting governance of school systems; building good teacher teams; providing services to students under various constraints. This symposium will provide various global perspectives on inclusive education through the specific lens of teacher preparation. Examining what works and why through identifying cultural considerations and comparing best practices will broaden the conversation on inclusive education. Each panelist will discuss their work in this important field. Symposium topics will include the following: Bethany Rice: Symposium Moderator and Discussant Aubry Threlkeld (Co-author: Mildred Boveda): Intersectionality & Global Perspectives on Inclusive Education Kate McAnelley (Co-author: Michael Gaffney): Te Whariki: a curriculum that provides a foundation for the inclusive practice of student teachers Ben Whitburn (Co-author: Tim Corcoran): Ontologies of Inclusion and Teacher Education Gwadabe Kurawa: The Examining Teachers' Professional Development Needs for Promoting Inclusive Education in Internally Displaced Camps in North-East Nigeria Lotte Hedegaard-Sorensen & Bjorn Hamre: Teacher Education and Inclusive Education

# **Herding Cats - Making sense of the National Consistent Collection of Data (NCCD) through action research in schools.**

Duke, Jennie - Author

## **Lead Presenter**

Dr Jennie Duke

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

NCCD Adjustments action research

## **Abstract**

The National Consistent Collection of Data (NCCD) has forced schools to make sense of the huge number of policies impacting on their practice. The need to identify, record and collect evidence about adjustments for students with a disability has highlighted the need to understand a number of national and state policies including Disability Discrimination Act: Disability Standards (2005). In a way, this making sense of policy can be likened to "herding cats". An idiom denoting a futile attempt to control or organize a class of entities which are inherently uncontrollable. However, in some schools this policy "wrangling" has not been a futile attempt and in fact has assisted the identification, recording and collecting evidence of the success of educational adjustments as an everyday practice and not just a compliance measure. In this presentation, Dr Jenie Duke, will present a framework of action research, that has assisted in making sense for teachers the impact of compliance policies on their practice and at the same time improved teaching and learning in a secondary school environment.

# Hits and Misses: highlights from a global systematic review of literature into free, open online programs for marginalised learners

Lambert, Sarah - Author

## Lead Presenter

Sarah Lambert

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

open education, social inclusion, digital

## Abstract

Open Education is known for its potential to remove barriers to learning for a range of disadvantaged learners. It features supporting and developing learners' skills from low entry levels and minimal pre-requisites. Recently, free online versions of Open Education were hailed by UNESCO as having great potential to reach masses of marginalised learners, particularly in developing regions where Open Education Initiatives are framed as sub-strategies to support Education as a human right, and the Sustainable Development Goals. Similar hopes were expressed for Massive Open Online Courses (MOOCs). However, the first generation of MOOCs rarely hit the "education for all" mark and were predominantly taken by the already advantaged and educated, including young males seeking to advance their careers. Despite this, educators and institutions committed to social justice have continued to develop MOOCs and other free digital learning designed with an equity or inclusion mission. This paper reports on the progress being made with free online programs for marginalised cohorts. The data set is 39 studies which were surfaced and analysed a part of a global systematic review of the literature. A Six Critical Dimensions of Equitable Open Education Framework was used to analyse the data, to determine which aspects of the learning design most impacted the outcomes. Successful outcomes were found in both blended learning and fully online (distance) mode. Highlights are presented - the hits and misses - focussing on what worked and what didn't within programs addressing language and literacies, group-work and employability skills, and attitudinal change. Autonomy, Social Support, Learning Materials and Course purpose were found to be Critical dimensions most likely to enable marginalised learners, where as Technology tended to amplify other dimensions. Social Support was also found to overcome constraints imposed by other critical dimensions. Skills were under-reported or assumed.

# How can applied theatre contribute to social cohesion and inclusion in Geelong?

White, Julie - Co-Author; Kelman, Dave - Author; Sonn, Christopher - Co-Author; Baker, Alison - Co-Author; de Quadros, Andre - Co-Author; Kiir, Achol - Co-Author

## Lead Presenter

Kelman, Dave

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

social cohesion, inclusion, race, discrimination, theatre

## Abstract

This presentation reports on a small study that investigated the development of an applied theatre project about belonging and inclusion. Funded by the Victorian Department of Premier and Cabinet's Social Cohesion program, the focus began with the stories shared by young people living in Geelong who belong to recently arrived communities. The young people's stories of everyday life contained accounts of subtle and overt exclusion, as well as moral dilemmas and challenges, that were transformed into sophisticated and highly engaging theatre. The initial research started with some specific goals about examining belonging but shifted from solely focusing on the young people themselves, to their surrounding context and the complex social, cultural, historical factors that shape individual, family and intergroup dynamics. In this presentation, we draw on various data sources to distil some of the key insights about the complex subjectivities conveyed through the stories of the young people; the various discursive, affective and embodied strategies the young people mobilise to counter negative stories. We also consider the role of theatre as an aesthetic politics that is able to challenge epistemological ignorance and the ethical issues involved in this practice. As a research collective, we also put forward the importance of transdisciplinary, creative and collaborative approaches that reflects critically on the policy and research frames through which young people become known.

# How does education policy position Victorian Government primary and secondary students with dyslexia?

Marland, Bec - Author

## Lead Presenter

Bec Marland

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

dyslexia inclusion literacy policy

## Abstract

How does education policy position Victorian Government primary and secondary students with dyslexia? This presentation shall examine the systemic construction of education rights for children with dyslexia in Victorian Government primary and secondary schools. The Federal Government is increasing the rights of all children to access literacy but interpretative approaches from state governments vary widely. Victorian Government education policy requires students to be screened for dyslexia in the first year of school, without mandating procedures for support. The rights of students with dyslexia are further challenged as schools negotiate NAPLAN testing and curriculum assessment. While an estimated 10% of students have dyslexia, state government policy positions these students as having 'additional needs', reducing the emphasis for learning needs to be met within the classroom. A small number of dyslexia exemplar schools are initiating responses to address inclusion, although limited data exists to suggest how schools are responding to the challenge. This Victoria University PhD study is exploring the systematic approaches to inclusive policy for dyslexia in a selection of government primary and secondary schools and researching dyslexia through document analysis from these exemplar schools. Initial findings suggest that government policy uses discourses of 'otherness' which may devalue learners and understate the role of the school in providing quality accessible teaching. Further findings from researching policy through document analysis will be shared, to gain a greater understanding of the tensions between education rights and dyslexia practice in Victorian Government schools. This research is important to identify how schools are meeting their obligations under the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education (2005).

# **Incarcerated, excluded, and becoming a teacher**

Lo, Margaret M. - Author

## **Lead Presenter**

Margaret M Lo

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

activism, teacher education, incarceration

## **Abstract**

University students in Hong Kong have played a key role in social and political movements in recent years. Many university students took to the streets to participate in the Occupy Central protests in 2014 and later joined the Mongkok Chinese New Year demonstrations to call for democracy in Hong Kong and to challenge heavy handed government. Amongst these were student-teachers from education faculties. Their activism challenged the discursive construction of teachers in Hong Kong as socially and politically conservative. One undergraduate student-teacher, Ming, was arrested for participating in the Mongkok civil unrest and handed a three-year prison sentence, thus abruptly halting her formal education as a teacher and limiting her future as a professional teacher. As a teacher educator and Ming's teacher, I explored two questions with her: What does activism have to do with becoming a teacher? How does education still emerge, and still emerge hopeful, from the violence of political suppression, incarceration and educational exclusion of those incarcerated? In this paper, I address these questions through exploring Ming's narratives of her participation in the Occupy Movement, her incarceration, her continuing identity formation as a teacher through her own studies and her work as a teacher to fellow inmates; and my own narratives of teacher education in times of social and political tensions. Our collaborative reflective work sheds light on teachers and teacher education for social justice and inclusion.

# **Including emergent scholars with disabilities in the academy is a right, right? Two doctoral candidates' narratives of their research journey**

Wong, Melanie - Author; Heng, Leechin - Author

## **Lead Presenter**

Melanie Wong and Leechin Heng

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

Disabilities, emergent scholars, research journey

## **Abstract**

Despite the huge amount of research being conducted in the academy that focuses on disability and/or disabled people, the recognition of doing disability research with disabled people has gained recognition only over the past decade. Indeed, disabled researchers often have to overcome institutional challenges and barriers to be accepted and appreciated in an environment that not only privileges a narrow measurement of literacy and numeracy over the human aspects of feelings but also often construct these different ways of knowing as deficits. In this presentation, two doctoral candidates share their experiences as disabled researchers who are both culturally and linguistically marginalised in the research field of inclusive education. Researchers in the field of inclusive education often profess to be the voice of the voiceless or of the marginalised. Nevertheless, the field is situated within an institutional culture that perpetuates the notion of ableism in the way that it privileges 'specific' abilities and methods regarding how a doctoral candidate is expected to behave and carry out their research. Auto-ethnography is the methodological approach used in this presentation in order to focus on lived experience. This assists the authors in reflecting on their learning as social actors situated within the context of the institutional culture. The presentation interrogates the ableism that is deeply embedded in the academic culture, as well as explores how and why there are socially constructed assumptions of who belongs as researchers in the academic culture. The authors hope to encourage researchers who identify or have not identified with a disability, to explore how the lived and living experiences of disability can contribute and expand researchers' insights, and positively influence the knowledge of their research work.

# **Inclusion of Students with Disability at School: Impact of disability awareness training and physical activity on attitudes of students without disabilities**

Rillotta, Fiona - Author; Raghavendra, Parimala - Author; Thirumanickam, Abirami - Co-Author

## **Lead Presenter**

Dr Fiona Rillotta

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

inclusion of students with disability, attitudes, awareness, physical activity, school

## **Abstract**

**Background and Aims:** It is important to promote acceptance and inclusion within school communities, to educate and motivate young people to become agents of change (Parker et al., 2013). Disability awareness, including opportunity for interaction, has been found to improve attitudes towards people with disability (Moore & Nettelbeck, 2013). Most previous research has focused on disability awareness training with limited opportunities for natural interactions. This study investigates the effects of disability awareness training followed by inclusive physical education (PE) classes at a co-located mainstream and special school site in Adelaide, South Australia. **Methods:** Year 7 students without disabilities (N=9) from the mainstream school (aged 12 to 14) participated in disability awareness facilitated by the researchers and their teacher within school curriculum. Students with various disabilities (N=6) from the special school (aged 11 to 18) were the other group of participants in this study. Students from both schools participated in joint PE classes over one school term. A student experience survey (adapted from Rillotta & Nettelbeck, 2007; Siperstein et al., 2007) asked mainstream students to describe their understanding of disability before and after the awareness training and joint PE. The survey also measured attitudes and frequency of interaction with students with disability before and after. **Results:** Students without disabilities had little knowledge about disability prior to the awareness training and joint PE. Results will be discussed in terms of changes in understanding of disability, attitudes, and interactions after the awareness training and joint PE. **Implications:** This research may provide initial evidence to inform practices associated with increasing disability awareness and promoting social inclusion in schools. It emphasises the value of disability awareness in school curriculum and inclusive physical education in improving peer interactions and attitudes towards the inclusion of people with disability.

# Inclusive approaches to prevent educational exclusion

Triggs, Victoria - Author; Cassell, Clint - Co-Author; Castellanos, Rodrigo - Co-Author

## Lead Presenter

Victoria Triggs

## Submission Theme

Symposia

## Key words (3-5 words/phrases)

Therapeutic programs for engaging and retaining vulnerable and at risk children and young people in education. Restoring hope, building resilience, creating positive futures through self belief

## Abstract

The Therapeutic Engagement Support Services Association Incorporated (TESSA Inc.), a not for profit organisation offers three streams to support children, young people, their teachers, community workers and families/carers through:

- Engagement Support Services
- MAT Life Skills Program
- Professional Learning (Protective Practices, Managing Challenging Behaviour).

TESSA Inc. programs comprise active therapeutic approaches, combining the principles of psychosocial development with those of somatic education, in a format that engages children and youth to learn skills to better manage their live challenges. Psychosocial development is the ability to maintain a state of mental wellbeing and to demonstrate this in adaptive and positive behaviour when interacting with others, one's culture and the environment. Somatic education emphasises internal physical perception and experience in movement therapy. An effective practice model has been developed with key elements of:

- Early intervention and prevention strategies
- Building upon the strengths of children and youth; increasing capacity to address challenges (social, emotional, behavioural)
- Targeted approaches towards needs, related to developmental stages and which are culturally aware
- Effective support where nothing else has succeeded; retention rather than expulsion
- Quality assured training, supervision and continual learning of our professional staff
- Tertiary student placement opportunity
- A legacy of improved student engagement in learning, improved student and staff wellbeing and improved safety. Over 16,000 young people have been empowered by our programs and services.

Symposium features:

- Program descriptions will include demonstration of, and opportunities to experience movement approaches
- Alignment to the Victorian Curriculum, School Wide Positive Behaviour Program and research into Trauma Theory, Attachment Theory, Cognitive Behavioural Theory and Driekurs Goal Theory, will be explored
- Evidence of outcomes will be shown by data, testimonials and a case study. The learnings from our work have implications for schools and agencies for inclusive practice, for pre-service training and for professional learning of leaders, teachers and support staff.

# Inclusive Education Principles

Dracup, Mary - Author

## Lead Presenter

Mary Dracup

## Submission Theme

Poster Presentation

## Key words (3-5 words/phrases)

"higher education" "inclusive curriculum"

## Abstract

The vision and possibilities for inclusive education in any organisation are a product of the history, culture, economic environment and individuals that frame and populate the organisation. They can be nebulous, unstable and unconvincing if they remain tacit. When Deakin University's Inclusive Education Project team adopted the goal in early 2018 to make inclusive education routine practice across the University, it quickly became apparent that an agreement needed to be reached on what providing an 'inclusive education' meant. As a result, the project team developed the University's inclusive education principles described on the poster. Draft iterations of these have been circulated widely and will be attached to the University's Equity and Diversity Policy. They are already providing a framework for policy alignment, professional development, presentations to teaching and learning committees and awareness-raising conversations about what it means to teach inclusively. The principles incorporate findings from evaluations of the University's recent Higher Education Partnerships Participation Program-funded Inclusive Curriculum Capacity Building Project, as well as key pieces of research in this area. These include the Universal Design for Learning (CAST 2018) framework, Christine Hockings' (2010) Inclusive learning and teaching in higher education: a synthesis of research, Marcia Devlin and colleagues' (2012) Effective teaching and support of students from low socioeconomic status backgrounds, and Cathy Stone's (2017) 'Opportunity through online learning' national guidelines. References CAST 2018, Universal Design for Learning Guidelines version 2.2, CAST, Wakefield, MA, retrieved 20 June 2018, <<http://udlguidelines.cast.org>>. Devlin, M, Kift, S, Nelson, K, Smith, L & McKay, J 2012, Effective teaching and support of students from low socioeconomic status backgrounds: practical advice for teaching staff, Office for Learning and Teaching, Sydney, NSW, retrieved 20 June 2018, <<http://www.lowses.edu.au/assets/Practical%20Advice%20for%20Teaching%20Staff.pdf>>. Hockings, C 2010, Inclusive learning and teaching in higher education: a synthesis of research, Higher Education Academy, York, UK.

# Inclusive or illusive: is our education system failing students who have dyslexia?

Dickinson, Laura - Author

## Lead Presenter

Laura Dickinson

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

dyslexia, education system failing, mental health, stress, self-esteem, impact of dyslexia, change in education

## Abstract

In 2016, my then 9 year old daughter was diagnosed with dyslexia. Initially, I was concerned with how dyslexia would impact her education, her ability to attend university and her self-esteem. But I was also hopeful that with the diagnosis, she would receive the proper support she needed in school. Unfortunately, this has not been the case. For while there is currently a lot written about dyslexia and more awareness around this learning disability, there still seems to be a misunderstanding and a failure in our schools on how to actually support children with dyslexia. The Salamanca Statement (1994) states, 'children with special educational needs should receive whatever extra support they may require to ensure their effective education' (p. 12). This is not the case in reality for students with dyslexia. For even though dyslexia is recognised in Australia under the Disability Discrimination Act 1992 and under the Human Rights Commission, in mainstream public schools students with dyslexia receive no extra funding. Therefore, we have to rely on effective literacy support in the classroom. Research shows that for children with dyslexia, a multi-sensory, systematic, explicit instruction in literacy is imperative. However, the majority of teachers do not have the training to provide this literacy approach. So what does this mean for students with dyslexia? I see what it means. As a parent of a child with dyslexia, I see how dyslexia impacts young learners, both academically and emotionally. As an educator in university, I see the long term effects that dyslexia has on adult learners. As an advocate, I see the need for change in all sectors of education. This paper will discuss the consequences for those with dyslexia if our education system does not adequately support their needs and asks, 'Is our education system failing students who have dyslexia?'

# **Inclusive practice for children and young people with domestic violence trauma- implications for schools and pre-service teachers.**

McAninly, Aimy - Author

## **Lead Presenter**

Aimy McAninly

## **Submission Theme**

Oral Presentation

## **Key words (3-5 words/phrases)**

Domestic Violence; trauma; inclusive; schools; pre-service teachers

## **Abstract**

Since 2012, the Department of Education and Training funded Croydon Community School to partner with the Safe Futures Foundation, to deliver a re-engagement program for children and young people accompanying their mother into crisis and emergency housing. From 2012-2016 the program provided individualised, short-term learning support to children and young people aged 5-18 years, as well as support with re-enrolment in a school if the young person was relocated due to family violence. While this ran for the past 5 years, our learning during the project, and the Royal Commission into Domestic Violence highlighted the need for an expanded model. In 2017 we implemented a revised program. The project brought together a collaborative, integrated, multi-agency response model and re-engagement within a broader, family-centred service response to family violence. The project had three foci: 1. In consultation with schools who are already implementing successful processes and resources to effectively include these children, the project created a 30-page report to build the capacity of other schools to enrol and successfully transition children into a safe environment after the removal from their homes. 2. Created professional learning the Refuge's women's and children's workers about DET guidelines, policies and expectations of schools so that they can better support enrolments and/or returns to school. 3. Targeted support via professional learning and implementation support for a group of schools to review their policies and procedures for Respectful Relationships whole school approach. The learnings from this project provide implications for school practice and provide clear implications for teacher training directions. This presentation aims to deliver an emphasis on understanding young people who experience significant barriers to successful educational attainment due to experiencing Family Violence and Trauma and the need for inclusions in pre-service teacher training around these topics to improve inclusive practice in schools.

# Learning for gifted children is affected by ability which is seen as fixed

Wong, Melanie - Author; Morton, Missy - Co-Author; Surtees, Nicola - Co-Author

## Lead Presenter

Melanie Wong

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

gifted children, learning, ability

## Abstract

This presentation draws from the findings of a doctoral study and explores the social construction of giftedness in early years education. In particular, the presentation looks at the construction that giftedness is a fixed ability. The underpinning idea is that giftedness is an ability that can be seen as real, and that can be measured. Therefore, people can label abilities as milestones, and decide whether a gifted child has met these milestones early, late or at all. In order to measure abilities, teachers draw on this construction and frequently use different tools and forms of assessment to try to measure their students' abilities and how they learn. The data was collected through an online survey, interviews and a Facebook closed-group discussion. To support the interpretation of participants' stories, a conceptual framework was used, which was the three alternative models of teaching-learning as described by Smith and Barr (2008). These models show how teaching and learning can potentially move between the dominant and/or traditional approach and a more inclusive practice. This presentation focuses on those participants' stories that relate to the first model learning equals being taught, and a descriptor of the view of learning that learning is individual and is affected by ability, which is seen as fixed. Much of the data highlights a construction of giftedness in which gifted children are seen as having a fixed ability, which is different from the abilities of other children who are not considered to be gifted. Some teachers potentially rely on measurement of ability to distinguish the differences between "normal" and "beyond the normal". This presentation aims to start a discussion about the implications of viewing ability as a fixed trait, which in turn shapes teachers' approaches towards teaching and learning for gifted children.

# Learning portals: actions and responses that enable play and learning

Claughton, Amy - Author

## Lead Presenter

Amy Claughton

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

play, disability, impairment, inclusion, disability studies in education

## Abstract

There is a growing body of research that recognises disability as a social construct, and it increasingly being used in research with and for children with impairments. From this perspective, children with impairments are viewed as being disabled by socially constructed barriers. This perspective also reflects an assumption of ability, and promotes equitable and inclusive learning opportunities. As a response to overcoming these barriers, adjustments and modifications are made to increase participation and engagement in formal learning opportunities for children. Disability Studies in Education frames education as a practice of access (Baglieri, Valle, Connor & Gallagher, 2011), and positions children with impairment as being capable and intentional. This research uses a new framework to analyse play-based learning experiences of children with impairments. The Learning Portal Framework (LPF) draws on socially constructed barriers to identify practice enables children to play and learn. These barriers are overlaid with elements adapted from the barriers to 'being' and 'doing', as identified by Thomas (1999). Utilising learning portals, the LPF provides a platform to recognise how children capabilities are enabled through teacher actions and responses to children's play. Learning portals represent inclusive practice that provides access to all elements of learning, with an emphasis on abilities. The presentation showcases several vignettes from the presenters PhD study. The research examines the play-based learning experiences of five children, aged six-eight, in a special education setting. The vignettes demonstrate some of the play scenarios that children engaged in, identifying how children were enabled to learn and investigate by following their own interests and approaches to play. There is a focus on the independence and agency in their actions and interaction.

# Making sense of school sensory rooms

Gowland, Amy - Author; Winestone, Elisabeth - Author; Hayward, Brent - Co-Author

## Lead Presenter

Amy Gowland and Elisabeth Winestone

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

sensory rooms, behaviour, policy, qualitative, occupational therapy

## Abstract

Introduction: 'Sensory' approaches have gained wide popularity in schools, particularly for students with disabilities, despite a paucity of evidence. While they are promoted to engage students in their learning and promote self-regulation, they have sometimes attracted attention for their use in segregating and secluding students. In conjunction with the Victorian Department of Education and Training (DET), a preliminary examination of the use of sensory rooms in both mainstream and special schools was undertaken with the aim to establish recommendations for the safe and effective use of sensory rooms in schools. Method: Purposive sampling of schools promoting their sensory rooms was used to recruit four schools for participation. Ethics approval was provided and multiple staff from each school were interviewed using a semi-structured format developed from the existing literature and from consultation with practice leaders. Interviews were recorded and transcribed, then analysed using thematic analysis. Results are interpreted using an occupational therapy perspective. Results: Six themes were identified from the interviews: inconsistent definitions, poor knowledge and training, absence of policy and guidelines, understanding which students would benefit from sensory rooms, student access and staff use of sensory rooms, and lack of evidence-informed design and maintenance. Conclusion: Twelve recommendations are posed to improve the use of sensory rooms. There are implications for behaviour intervention, human rights, educational policy, student outcomes, and for the professional of occupational therapy itself.

# Pedagogy of Hope

Duke, Jennie - Author

## Lead Presenter

Dr Jennie Duke

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

Disability education student voice

## Abstract

There are many reasons for why and how a teacher can evaluate their classroom practice for students with a disability. In this presentation, Dr Jennie Duke, presents the results of a small research project about how teachers could reflect on their practice using the elements of "A Pedagogy of Hope". The voice of her son, an artist with autism, is included as he also reflects in the research about how his school teachers, "...hoped him to be an artist". The elements of a "Pedagogy of Hope", when applied within an action research framework, enables teachers and schools to determine "practice-based evidence", a useful ally to application of evidence-based practices.

# People with Intellectual Disability Experiencing University Life: Emerging Themes from Around the Globe

Gadow, Friederike - Author; Bonati, Michelle - Co-Author; Slee, Roger - Co-Author

## Lead Presenter

Patricia O'Brien

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

intellectual disability; university; inclusion; international evidence

## Abstract

Currently in Australia and internationally, the inclusion of students with intellectual disability into mainstream primary and secondary schooling is becoming a more common experience, however, the leap into tertiary level inclusion is a new frontier. Around the globe, universities have begun to shift paradigms to include people with intellectual disability on their campuses. A forthcoming book, entitled "People with Intellectual Disability Experiencing University Life: Theoretical underpinnings, evidence and lived experience" (Eds: Patricia O'Brien, Michelle Bonati, Friederike Gadow and Roger Slee), that will be published as part of Sense Publishers' Inclusion Series, will comprise theoretical as well as practice based contributions from authors in Australia, the United States, Canada, and Europe. This presentation will highlight key themes from this collaboration, and specifically highlight:

- Theoretical and philosophical grounds for inclusion of students with intellectual disability within university education
- The lived experience of being and becoming a university student with intellectual disability
- The debate on various models of tertiary level inclusion within university settings
- Consequences of tertiary level inclusion and its relationship to post university life
- Critical issues associated with the further development of tertiary education for students with intellectual disability.

In concluding the presentation, the authors will reflect on required action to move from the rhetoric of inclusion to realising more inclusive opportunities at the university level for people with intellectual disability.

# Poverty, Rights and Corrective Lenses

Kearney, Alison - Author; Budd, Julia - Co-Author

## Lead Presenter

Alison Kearney

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

poverty, rights corrective lenses

## Abstract

In principle, children and young people's right to education in New Zealand is without question - it is enshrined in legislation, human rights conventions and other international documents such as the Salamanca Statement. In practice however, some students are not able to exercise this right, experiencing obstacles to accessing education, to participating in education and to achieving their educational potential. One such group of students are those who experience difficulties learning through vision, but due to issues of poverty, are not able to access the provision of corrective lenses (glasses). This paper focuses use a small study of students in very low decile schools (low socio-economic) who, when tested in their fifth or sixth year of elementary school were found to require corrective lenses. It uses this study to explore the rights of children to access corrective lenses and Government's obligations to support the provision of these.

# Problematizing consultancy in early childhood education: Including the (un)developing child.

Browne, Kim - Author

## Lead Presenter

Kim Browne

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

inclusive education, policy and governmentality, consultation, early childhood education, preschool

## Abstract

Consultative approaches in Victorian state-funded early childhood settings operate as the Preschool Field Officer (PSFO) program. The PSFO program is designed to 'support early childhood teachers to build their skills, knowledge and confidence to plan for and include all children' (DET, 2015, p. 3). As 'children with additional needs are the target group for PSFO support' (DET, 2015, p. 3), educators turn to PSFO as an authoritative body to include children deemed undeveloped and requiring support in the preschool year. Surveillance and planning for children, 'so that the disability and abnormality are incrementally understood and synthesised' (Goodley and Runswick-Cole, 2010, p. 503), affords educators the technical methods to fix things by treating children as redemptive agents (Moss, 2007). Thus, through classified models of developmentalism and medicalisation the colonised body becomes a site for redemption (Goodley, Lawthom & Runswick-Cole, 2014). In this sense, there is hope that the repetitive corrective practices of professionals will deliver a unified and coherent child who is now a productive whole - (self)disciplined, (self)rational and (self)responsible - and normal person (Pacini-Ketchabaw, Nxumalo & Rowan, 2014). This presentation reports on research to examine the past effects which have shaped contemporary consultative practices as an authoritative entity in early childhood education. Underpinned by Foucault's genealogical approach (1977) and ethnography, this study critically examined written and visual documents, by exploring visible complex power-knowledge relations and discursive shifts from the 1960 – 1985 timeframe. Texts selected for examination included contemporary and past Victorian State Government policy documents and visual images (Roper, 1971). The research demonstrated that discourses of governmentality dominate consultative practices, compelling PSFO's to enact 'techniques and procedures for directing human behaviour' (Foucault, 1997, p. 81) and remain embedded in practices as part of current governing agendas. Whilst appearing inclusive, it is arguable inauthenticity remains visible in consultative relations.

# Re-framing teacher expectations of Australian Indigenous students

Aitken, Wendy - Author

## Lead Presenter

Clair Anderson

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

teacher expectations; student engagement; Indigenous education

## Abstract

It has long been recognised that teachers' low expectations of student performance can become self-fulfilling prophecies (Elliott 2006; Pantaleo 2016; Riley 2009; Rosenthal & Jacobson 1968). Low expectations – observable from kinder to undergraduate levels – often manifest along societal divisions of gender, race, ethnicity and socioeconomic status (Gershenson, Holt & Papageorge 2016; Jacoby-Senghor, Sinclair & Shelton 2016; Mizala, Martínez & Martínez 2015; Riley 2009). The social positioning of most indigenous peoples across the world means that indigenous children can shoulder the burden of these low expectations, without reference to their innate strengths and potential. Even implicit, unconscious assumptions can alter teacher-student interactions, assessment and teaching performance (Dovido, Kawakami & Gaertner 2002; Jacoby-Senghor, Sinclair & Shelton 2016). The result is lower education outcomes that induce students to internalise (and live down to) these low expectations. Unfortunately, despite the weight of empirical evidence and research, the Longitudinal Study on Indigenous Children data indicates this issue persists in Australia (Andersen 2017). Various strategies have been trialled – in Australia and overseas – with some localised success (DET 2017; Sara 2007; Steward 2016). However, as teacher expectations are constructed socially, long-term solutions will require the elimination of society-wide subconscious biases that underpin such attitudes and behaviour. This cannot be accomplished using the theories or knowledge emerging from that same social sphere (Aitken 2013).

# Shapeshifting and the PhD: From special to inclusive education and other significant transitions

White, Julie - Co-Author; Alharbi, Abdalleh - Author; MacDonald, Fiona - Co-Author

## Lead Presenter

Abdalleh Alharbi

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

PhD, special education, inclusive education,

## Abstract

In this paper, the conceptual labour involved in undertaking a PhD is examined from three main perspectives. Firstly, the journey from a special education to an inclusive education worldview is traced. Alongside this, learning to question the techno-rationalist 'methods-procedure' approach, routinely taught in qualitative research methods classes, is outlined. And thirdly, the transition from a confident professional teacher to a PhD candidate in a country and language that is not one's own is investigated. In this paper, the process of conceptual labour is examined through interactions with supervisors, cultural interactions as well as challenges from methodological and theoretical texts. Moving from description to analysis and from teacher to researcher are significant steps in the PhD journey, requiring employment of theory and continual openness to ideas. Learning to question and to doubt are also important in research training. The unfamiliar challenge of adopting scepticism is illustrated through research methods. The shapeshifter metaphor from mythology is employed because it provides a useful way of conceptualising the transformational experience of undertaking a PhD within the field of inclusive education.

# South Australia's Education Works reforms: Inclusion via co-location?

Walker, Peter - Author

## Lead Presenter

Peter Walker

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

inclusion reform co-location

## Abstract

The South Australian Government's recent reforms resulted in stand-alone special schools becoming co-located with mainstream primary and secondary schools, dubbed "super schools". This doctoral research draws upon four separate case studies to explore the decision to co-locate special schools with mainstream schools, and to analyse and interpret the outcomes of the co-locations. Three separate studies - a document study, a spatial study, and an interview study - were conducted in order to explore and analyse the impact of co-location on inclusion. Key findings from the research showed significant barriers existed post co-location. The research aimed to understand and make meaning of the South Australian Government's plan to reshape public education and, in the process, create "...greater school interaction though clusters" (Government of South Australia, 2006c), exploring the degree to which such intentions were being borne out in practice.

# Strengthening equitable access to and outcomes from education by listening to the Voices of disabled students

Lear, Heather - Co-Author; Grant, Trish - Co-Author; McIlroy, Anne-Marie - Author

## Lead Presenter

Anne-Marie McIlroy

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

What disabled students say about school can drive innovation in teaching practice, school culture and government policy.

## Abstract

Between November 2015 and June 2016 a group of young disabled people were filmed as they talked about their experiences of schooling in New Zealand. The project was initiated by the Inclusive Education Action Group. The Project approaches access to a quality education as a basic human right. It recognizes the stories and perspectives of disabled people as central to informing education policy and practice. The Voices Project sought the voices of young disabled people in New Zealand so that their stories can inform inclusive ways of working for all people. The presentation will be of interest to everyone interested in the rights of people with disability to inclusive education and valued citizenship. The young people interviewed for the Project came from both rural and urban communities in New Zealand's South Island. They had had a range of schooling experiences. Some attended their local regular schools, a special school/unit or a combination of regular and special schooling. The young people's stories and experiences contain many powerful lessons about human rights and inclusive education. The films and accompanying resources provide educators and others with the opportunity to listen to disabled students, reflect on their own understandings and practices and to grow inclusion in their settings. In 2017 and 2018 IEAG designed a range of on-line teaching resources for educators, children, young people and families, to support the use of and learning from the films. A key objective of the Project was to influence systemic change in awareness that previous reviews and other policy developments did not respond specifically to the voices of disabled students. The Voices resources draw on guidance from the United Nations Convention on the Rights of the Child and the United Nations Convention Rights of Persons with Disabilities.

# **Tertiary Transition: Collaborate, Educate, Participate**

Parker, Ali - Author

## **Lead Presenter**

Ali Parker

## **Submission Theme**

Oral Presentation

## **Abstract**

The National Disability Coordination Officers (NDCOs) work strategically to assist students with disability, by identifying and addressing the barriers that limit access and participation in tertiary education and subsequent employment. This inclusive presentation showcases some of the projects delivered by the NDCOs throughout Australia that have successfully built the capacity of stakeholders to support students with disability. By informing stakeholders about post-school options and disability rights, this program enables students with disability to access education equitably. Ultimately, this workshop provides strategies that may be employed to improve outcomes for students with disability.

# The multiple meaning of inclusion: What is included, what is excluded?

Beasy, Kim - Author; Davies, Tanya - Co-Author; Emery, Sherridan - Co-Author; Garrad, Traci-Ann - Co-Author; Grant, Ruby - Co-Author

## Lead Presenter

Kim Beasy

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

intersectionality, discourse, complexity, education, inclusion

## Abstract

Historically, inclusive education referred to the provision of education to children with a wide range of developmental and physical disabilities. More recently, understandings of inclusive education have increased in complexity and can include considerations of how best to support students with disabilities as well as students whose identity markers are non-dominant, including markers of ethnicity, gender, sexuality and socio-economic status. In this paper, we interrogate the shifting and often elusive language of 'inclusion' and the implications for policy, curriculum and political shifts, and what it means for teachers and students on the ground enacting curriculum. Specifically, we consider how "taken for granted" meanings remain implicit in educational discourses and we contend that there is the potential for stakeholders in education systems to deploy "smooth and untroubled" interpretations that have implications for policy and practice. We situate our work in the Australian context and review how inclusion has been understood and deployed in educational policy and research in the last 15 years. We draw on intersectionality as a theoretical paradigm as a means of critically engaging with the complexity of marginalisation. Our findings suggest that multiple meanings of inclusion exist within the Australian educational context that have implications for all groups (not)represented. We find that in the discrepancies of how terms like inclusion are deployed across educational sectors in Australia, a lack of representation of marginalised groups is maintained through policy in each of these sectors. Finally, we show that constructions of dominant culture are often sustained through educational discourse and present some recommendations to challenge systemic inequalities.

# The Phenomenology of Learning in the Northern Territory's Social Malaise

Welsh, Scott - Author

## Lead Presenter

Scott Welsh

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

Learning, Constructivism, Teaching, Indigenous culture

## Abstract

The unconscious is what we do not communicate, to ourselves or to one another. (Laing 1961) The purpose of this paper is to explore the sometimes problematic social, educational encounters and relationships that occur in Northern Territory schools between teachers and indigenous students. What pedagogical experience seems to consist of is a social encounter, with inner and outer content directly related to the operation of the self in the social world. The self is presented in the social world which, in this instance, is an educational environment. However, the social encounter, and all it brings with it, must be considered. For example, in a tertiary classroom in Footscray, we recently had a student from an African background who sent an apology for her absence because someone called her a 'black dog'. In this context, the experience of the self in social reality collides with experience of the self as student. The same phenomenon can be seen in the education of Indigenous students, where the student brings with them their cultural experience and we, as educators, must attempt to embed this into the learning content and the pedagogical relationship. The pedagogical relationship requires us to meet the students where they are at. This includes students' social and cultural experiences. The classroom consists of pain in some circumstances, guilt, and other somewhat disturbing emotions and experiences, that inevitably reveal themselves in the learning. Our presentation will address the following questions: How do we experience this somewhat fraught learning environment as teachers? How do our students experience it?

REFERENCES Laing, RD 1961, *Self & Others: Collected Works of RD Laing*, Tavistock Publications Ltd, New York.

# The right to learn and the right to play: Children's education is not a commodity

Bourke, Roseanna - Author

## Lead Presenter

Roseanna Bourke

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

informal learning, play, exclusion, student voice, identity

## Abstract

The quality of education that children can access is arguably related to their socioeconomic status, where they live, and how many 'resources' they pack into their schoolbag. A recent study involving young children and their perspectives, highlighted that both learning opportunities and the right to play are compromised by their right to attend school and out of school activities, simply based on their economic status or their identified disability. Article 31 of the United Nations Convention on the Rights of the Child (which New Zealand ratified in 1993), identifies play as a basic right for all children. Play can be defined in a range of ways but the outcome of a child 'playing' is largely determined by the child. Consequently, child/student voice becomes an important mediating tool for the teacher to understand children's learning through play. The locus of control of the activity is a determining feature of play, but children are being controlled within educational environments even when they play. There is a correlation between play and learning, and research has shown play is beneficial for a young person's social wellbeing, life skills, and academic development. The disparity is shown when some children's highlight is playing with a pet rat, while for others informal and everyday learning involves travel and technological machines. In this paper I focus on play and how children learn through their informal and everyday lives, but even then, there are social, economic and disabling barriers. While many children might be able to attend and afford local outside school activities, others are not afforded this basic right to play.

# The Subtle Nature of Exclusion, Impact on Education

Olagookun, Olalekan - Author

## Lead Presenter

Olalekan Olagookun

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

African-Australians (former African refugees); Discrimination; Exclusion; Interstitial Space

## Abstract

This paper contributes to the current discourse about the right to education as an important human right that every individual is entitled to; regardless of race, nationality, social background, religion or political orientation. The purpose here is to argue that despite the declaration of education as a fundamental human right, discrimination and subtle nature of exclusion continue to obstruct everyday practices among other structural forces of not belonging. Belonging is a concept that is both complex and ambiguous to delineate and it is often inadequately theorised. Using Homi Bhabha (2012), theory of interstitial space, this study investigates how minority groups such as former African refugees experience and articulate their right to education in Australia. Secondly, drawing on the critical reading of an extensive literature, this study aims at offering analytical framework for belonging and subjectivity of African-Australians. Finally, this paper argues that the assertion: "Everyone has the right to education" will remain an irrelevant creed that may never translate to a meaningful educational experience if discrimination, subtle racism and other nuances of exclusion continues to interfere with education of the young African-Australians.

# The Teaching for Diversity Workshop

Raphael, Jo - Author

## Lead Presenter

Jo Raphael

## Submission Theme

Alternative Presentations

## Key words (3-5 words/phrases)

inclusive education, pre-service teacher education, applied drama and theatre, arts-based pedagogy

## Abstract

Fusion Theatre is an inclusive theatre company for people with and without disability. As well as creating original theatre works for public performance, Fusion actors have presented workshops for pre-service teachers and for the professional development of teachers since 2008. The Teaching for Diversity Workshop is co-facilitated by Fusion actors with disability. In this workshop participants work through a critical inquiry using the drama process as the Fusion actors present narratives that open up critical questions for investigation about the power relationships in schooling and barriers to inclusion. Drawing on applied theatre techniques as a kind of critical thinking in action, the presenters demonstrate how participation in drama workshops led by actors with disability can disrupt hegemonic attitudes toward disability and open up spaces for shifts in inclusive mindedness. (Workshop 1.5 hours) Fusion actors (co-facilitators): Alex Litsoudis, Andy McKinnon, Andrew Robbins, Vicki Robbins, Katrina Welsby. Research of this teaching initiative in the Encountering Diversity project is also being offered as a paper presentation at TIES. These are complementary presentations and delegates may choose to attend one or both.

# Time for Inclusion?

Thomas, Matthew - Author; Whitburn, Benjamin - Co-Author; McCandless, Trevor - Co-Author

## Lead Presenter

Matthew Krehl Edward Thomas

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

temporality; inclusive education; pedagogy; initial teacher education; compulsory schooling

## Abstract

This presentation examines the constraints of modern temporality which are antithetical to the careful consideration that working with diverse learners requires for the development of inclusive, democratic education. We take up the conceptual construct of time to explore how it mediates systemic practices that impact policy positions of inclusion in initial teacher education and schooling. Our analysis demonstrates that temporality shapes the possibilities of inclusive practice within which a dominant agenda of compliance frames classroom complexities—both in schooling and higher education environments—into fragmented and preconceived responses to challenging situations. Education systems position educators in risk discourses concentrated on compliance and performance, in part through an emphasis that is placed on diagnosis of learner differences and subsequent compartmentalised responses. Through schisms in modern time, we demonstrate the ways in which inclusion, like other educational demands, may be supported through a diffraction in time rather than subjugated to it.

# **Towards Inclusive Education for Refugee Children: Exploring Enablers and Barriers to Inclusion of the Bhutanese Students with Refugee Background in Schools of Tasmania, Australia**

MUDWARI, NABARAJ - Author

## **Lead Presenter**

Nabaraj Mudwari

## **Submission Theme**

Poster Presentation

## **Key words (3-5 words/phrases)**

Inclusive education, refugee children, enablers, barriers, Bhutanese students

## **Abstract**

Over the last decade, the number of students with a refugee background has grown in countries like Australia, Canada, Europe, the UK and the US due to the humanitarian crises which have occurred especially in African and Southeast Asian countries, and more recently in the middle-east. According to the report, published by the Department of Immigration and Citizenship, Australia grants about 13,000 Humanitarian (permanent) visas each year (Department of Immigration and Citizenship [DIAC], 2015). Providing education to the increased number of diverse refugee background children has become a challenge for schools and education departments (Keddie, 2012; Pugh, Every & Hattam, 2012). Schools can play a critical role to ensure inclusive education for the students with refugee background, which in turn can facilitate their transitions to citizenship and promoting successful settlement and social inclusion (Block, Cross, Riggs & Gibbs, 2014; Cassity & Gow, 2005; Taylor & Sidhu, 2012). However, the main issue is whether and how schools can successfully support the students and the families with refugee background as they are grappling with unfamiliar education systems, acquisition of foreign language, exploring uninformed social and cultural systems, and recovering from the stress and trauma they face due to the forced migration (Block et al., 2014; Matthews, 2008; Taylor & Sidhu, 2012), and facing racism and discrimination in schools (Baak, 2018; Correa-Velez et al., 2017; Onsando & Billet, 2009). To date, there is no studies specifically conducted on the proposed topic from the perspectives of parents and students are available. Therefore, it is deemed to be important to conduct investigation into the nature of school exclusion from the views of parents and students to further uncover the barriers faced by the students with refugee background from and within Australian schools and to draw recommendations towards addressing them.

# Understanding collaborative teams consisting of parents, teachers, and allied health professionals supporting students with Autism Spectrum Disorder

Vlcek, Samantha - Author

## Lead Presenter

Samantha Vlcek

## Submission Theme

Poster Presentation

## Key words (3-5 words/phrases)

Autism Spectrum Disorder; collaboration; parents; allied health professionals

## Abstract

The diverse traits and behaviours of students with Autism Spectrum Disorder (ASD) often present a range of barriers to their educational opportunities. With diagnostic incidence of ASD continuing to rise in Australia (Bent, Dissanayake & Barbaro, 2015), it is imperative all students with ASD are able to access appropriate supports to ensure their full and equitable educational inclusion. The present study investigated collaborative partnerships between fundamental contributors to the educational and holistic maturation of students with ASD (Emerson, Fear, Fox & Sanders, 2012; Prior, Roberts, Rodger, Williams & Sutherland, 2011): teachers, parents, and allied health professionals (AHPs). Despite the recorded benefits of collaborative teamwork between key personnel in the education of students with disability (Cloninger, 2017), there was an insufficient understanding of collaborative processes or the experiences of participants to recognise beneficial or limiting practices. This research addressed this concern by exploring the current collaborative experiences, processes, and opinions of collaboration between teachers, parents, and AHPs supporting students with ASD enrolled in mainstream Australian primary schools through an online survey. 129 completed responses were recorded (41 teachers, 44 parents, and 44 AHPs), and a thematic data analysis was used to qualitatively interpret the open-ended questions. The results informed the critical limitations of time and funding on current collaborative opportunities, as well as contrastive goals, processes, and outcomes across the three participant groups. The findings further examined strategies for increasing opportunities for key stakeholders to engage in this important process.

# Your space or mine? Spatial justice and inclusion in learning environments

Burke, Jenene - Author

## Lead Presenter

Jenene Burke

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

spatial justice; inclusion; learning spaces

## Abstract

In Australia, inclusion in education is no longer an optional extra to be adopted in a classroom at the whim of an enlightened educator. Rather, inclusive education is enshrined in human rights and law as a requirement at all levels of education. It is mandatory that all students have access to inclusive practices, environments and learning opportunities. The design of spaces for learning, that make up the built environment of a school, is an important aspect of inclusion. Selective-entry schools offer enrolment to particular children (and not to others), and in so doing, offer a contradiction to the concept of educational inclusion. Nonetheless, segregated schooling is entrenched in educational provision in Australia. A trend in school design continues around the provision of schools that are built solely for the needs of a particular group of children; a recent example is in purpose-built autism schools. Space can be reproductive of inequality. While the role of spatiality in a learning environment receives scant attention in the academic literature, the configuration of spaces for learning can restrict or permit pedagogical and social possibilities. On one hand, universal design principles encourage educators to think about schools as inclusive learning spaces where learning opportunities have multiple benefits for a range of learners, offering flexible contexts and a range of learning experiences. On the other hand, selective-entry schools offer segregated environments and cater for specific groups of children. Spatial justice offers a useful lens in this presentation through which to examine this contradiction. This presentation explores the rhetoric around school design from a critical spatial perspective and acknowledges that space can be used to convey implicit messages that highlight difference. Particular attention is given to how students are likely to understand themselves and each other through how space is appropriated, restricted and configured within learning environments.

# Youth justice, educational inclusion and moral panic

White, Julie - Co-Author; Moylan, Philippa - Author; Corcoran, Tim - Co-Author; te Riele, Kitty - Co-Author; Baker, Alison - Co-Author

## Lead Presenter

Philippa Moylan

## Submission Theme

Oral Presentation

## Key words (3-5 words/phrases)

youth justice, education, incarceration, moral panic

## Abstract

The concept of moral panic has been used in different ways and contexts over the last fifty years. Commonly it has been used to capture a sense of public fear over an event or issue, blown out of proportion and exploited by the media. We use this concept to trouble how Victorian incarcerated youth are connected to and included in education before, during and after incarceration. We are particularly attuned to contemporary perceptions of young people, such as media representations of youth as perpetrators of violent crime. Recent disturbances at Victoria's custodial sites indicate a familiar turn in youth justice nationwide. The media continues to demand government response to youth crime that is focused less on compassion and more on 'law and order', despite evidence that youth crime numbers are falling. In the recent Victorian Government's Inquiry into Youth Justice Centres in Victoria, some organisations expressed concern about this call for a more punitive approach to youth justice fuelled by the media. Their concern underpins a tension in the key approaches to youth justice – a predominantly therapeutic approach (focused on treatment and rehabilitation) on the one hand and a more criminologically focused approach (based on law and order) on the other. Taking this tension into account, our paper critically examines the Victorian Government's commissioned report Youth Justice Review and Strategy by Penny Armytage and James Ogloff. We consider how this blueprint for youth justice reform navigates the criminological/therapeutic binary regularly invoked in youth justice and the potential this has to affect educational connection and inclusion for the young people in question.

# **Zombie School: Re-designing education systems from the ground up.**

Lewis, Nia - Author

## **Lead Presenter**

Nia Lewis

## **Submission Theme**

Alternative Presentations

## **Key words (3-5 words/phrases)**

educational reform, social justice, participatory action research, co-design

## **Abstract**

The proposed Zombie School workshop offers a call to action, inviting educators working with young people to consider and create opportunities for the youth of today to imagine and build the education systems of tomorrow. The Zombie School Research project was designed as a direct response to the questions raised at the 2017 TIES. Reframing the questions “what kind of world do we want to live in? And How might education help us achieve that vision for our children? the participatory action research research project was designed to engage young people, with a range of educational experiences, in imagining, creating and inspiring change within the education system. It offers a specific methodology for involving students in ‘the thinking and design of future learning systems and environments’ (Owens 2018) Through a series of participatory workshops with Playford City Youth Advisory Committee (YAC), young people were tasked with rebuilding the education system in a post zombie apocalypse world. Following this big picture thinking, they are now developing an action plan to share their ideas for real world reform with peers and decision makers. They are also facilitating additional workshops with fellow young people and educators to build on their initial ideas for proposed reform with education. The interactive workshop will be facilitated by lead researcher Nia Lewis and three young co researchers from Playford City Council YAC. It will provide an opportunity for attendees to participate in a taster Zombie School workshop, enabling them to share their own ideas for educational reform while gaining a direct experience of the methodology. All workshop participants will receive a draft tool kit for running their own Zombie School workshops.

## PUBLICATION GUIDANCE

TIES 2018 invites our delegates to consider a publishing opportunity for their presentation. An edited book in the Brill/Sense Publishers series, Studies in Inclusive Education, will be launched at next year's TIES. Dr. Matt Thomas, Deakin University, Leechin Heng and Peter Walker, Flinders University will edit the book.

If you wish to submit a chapter for the book, please follow these instructions:

- Forward your proposed chapter title and abstract to Dr. Matt Thomas at [matthew.thomas@deakin.edu.au](mailto:matthew.thomas@deakin.edu.au) by November 30, 2018.
- Invitations to submit full chapters will be sent to prospective authors by December 17, 2018.
- Full chapters will not exceed 5000 words (including references) and will be due March 1, 2019.

Previous TIES volumes can be viewed at this link <https://brill.com/view/serial/STIE>

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