



University of
South Australia

The Inclusive Education Summit 2017



Adelaide

27th to 29th October 2017

Welcome from Professor Stephen Dobson,
Dean of the School of Education, University of South Australia

Esteemed Colleagues,

Let me extend a very warm welcome to this year's gathering for The Inclusive Education Summit, TIES 2017 on behalf of the School of Education at the University of South Australia. In many respects it feels like this particular conference that stems from the work of the American Education Research Association's Disability Studies in Education Special Interest Group is coming home. I say this because exclusion and inclusion have been an overarching interest that forges a collective objective in the work of our scholars here in the School of Education. Indeed, my own research has focused upon the experiences of refugees, particularly as they seek their right to education in their place of settlement.

The School of Education has established and sustained strong links with educators and community workers in communities of diverse and underrepresented population cohorts. Our research is guided by a strong sense of justice and activism to build positive futures for students who are vulnerable as the reach of exclusion grows.

It is our aim that you have a productive conference experience. We hope you have the opportunity to meet with and form rich networks of scholars from around the world that find a common purpose in ensuring that all students secure their rights access, participation, and success in education.

Professor Stephen Dobson



Welcome from Professor Roger Slee, Conference Convenor

We are delighted to welcome all of you who have travelled from near and far to join in discussion and debate about educational exclusion and inclusion. The Inclusive Education Summit is an offshoot of the American Education Research Association's (AERA) Disability Studies in Education Special Interest Group. My colleagues and I have convened the AERA Disability Studies in Education in Education Special Interest Group in New Zealand and Australia, and at a gathering in Melbourne convened by Tim Corcoran it was suggested that delegates from New Zealand and Australia should host our own regional event – The Inclusive Education Summit (TIES). As a result TIES has been held in Melbourne and in Christchurch.

So, TIES now comes to Adelaide. I can report to delegates that this is a wonderfully collaborative event as colleagues and friends from the University of South Australia, Flinders University, Deakin University, Victoria University, The University of Auckland, University of Canterbury, and the University of Otago have all participated in the organisation of this event.

This year's theme presents a series of questions that I have been asking for some time now: Who's in? Who's Out? Who Decides? What are we going to do about it? In fact, I first heard these questions when Professor Barry Troyna was presenting at The Sociology of Education Conference in Sheffield hosted by Professor Len Barton in 1993. These questions, he told us, were at the heart of his research into anti-racist education in the UK. Regrettably and perhaps not surprisingly, almost a quarter of a century later we must still ask the same questions. Exclusion is an entrenched and stubborn educational tradition. It is gratifying that TIES continues to bring researchers, educators and activists together committed to dismantling barriers and developing the practice, not simply the rhetoric, of inclusive education.

On behalf of the Conference Committee I would like to wish you a very successful and enjoyable TIES 2017.

Roger Slee



TIES 2017 Conference Committee

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Our keynote speakers



Hon. Kelly Vincent MLC, Dignity Party representative in South Australian Parliament. She was elected to the Legislative Council in 2010 in an event that made history. She is the youngest woman ever elected to an Australian parliament and the first Australian to be elected on the platform of disability rights. Kelly is passionate about the rights and needs of people with disabilities, and is also a keen human rights advocate. Around her political career she likes to pursue some of her other interests which include theatre and an endless crusade to fix grammar mistakes.



Professor Lani Florian is Bell Chair of Education at the University of Edinburgh. Her influential research in the field of inclusive education have led to numerous invitations to speak at conferences and seminars and provide technical assistance on inclusive education projects in many countries and international agencies including UNICEF, OECD, Open Society Foundations, and the Council of Europe. She is currently visiting adjunct professor at Teachers College Columbia University, New York. She is editor of the Sage Handbook of Special Education, now in its second edition, and co-author of *Achievement and Inclusion in Schools*, also in its second edition.



Professor Michael W. Apple is the John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison. He also holds Distinguished Professor appointments at the University of Manchester in England and Northeast Normal University in China. A former elementary and secondary school teacher and past-president of a teachers' union, he has worked with educational systems, governments, universities, unions, and activist and dissident groups throughout the world to democratize educational research, policy, and practice. Professor Apple has written extensively on the politics of educational reform, on the relationship between culture and power, and on education for social justice. Among his many books are: *Ideology and Curriculum*; *Education and Power*; *Teachers and Texts*; *Official Knowledge*; *Democratic Schools*; *Cultural Politics and Education*; *Power, Meaning, and Identity*; *The State and the Politics of Knowledge*; *Educating the "Right" Way: Markets, Standards, God, and Inequality*; and *The Subaltern Speak: Curriculum, Power, and Educational Struggles*. Among his recent books are: *The Routledge International Handbook of Critical Education*; *The Routledge International Handbook of Sociology of Education*; *Global Crises, Social Justice, and Education*; and most recently *Knowledge, Power, and Education*; and *Can Education Change Society?* His books and articles have won numerous awards and have been translated into many languages.

PROGRAM

Friday 27th October

Time	Jeffrey Smart Level 1, Room 13	Hawke Building, Level 6, Room 12	Sir George Kingston, Level 4, Room 30	Hawke Building Level 6, Room 3	Sir George Kingston, Level 2, Room 12	Barbara Hanrahan Building Level 3, Room 12
11.00-11.30 am	Tea/coffee					
11.30am	Registration opens					
12.15-12.25pm	Acknowledgement to Country and TIES 2017 Professor Stephen Dobson					
12.30pm-2.30pm		<p>Co-production and Co-teaching in Tertiary Disability Policy Studies Genée Marks Keith McVilly</p> <p>Not another literature review on attitudes on inclusive education: deficit understandings of disability Ilektra Spandagou</p> <p>'It's the right thing to do': An Ethical View of Specialist Provision Designed to Prevent Exclusion David Armstrong</p> <p>Crip Studies in Education: A Theoretical Exploration Aubry Threlkeld</p>	<p>Who are the persistently NEET young people? – Evidence from the Longitudinal Survey of Australian Youth John Stanwick</p> <p>Needs within the Deaf Education Sector Julie Kos</p> <p>The Katandra Project: Making inclusive education accessible Tracey Walker Bruce McPhate Sally Moloney</p> <p>Inclusive pedagogy: iPad as a communication tool for children presenting as non-verbal with autism Ushagayethri Venkatesh (Monica)</p>	<p>Reconceptualising Inclusive Education within the Pacific (a Sea of Islands): Exploring the Vaka Ann Cheryl Armstrong Laisiasa Merumeru Merelesita Qeleni</p> <p>Development of a thinking skills assessment to support the instruction of students with additional learning needs Toshiko Kamei</p>	<p>"I wrote a letter, complaining about the system": Parents as explicit critics, conditional advocates, and story sharers. Peter Walker</p> <p>Supporting inclusion of students with disabilities – is there a role for specialist schools? Teresa Iacono Carol McKinstry Mary Keeffe Amanda Kenny Elena Wilson Oriane Landry</p> <p>Inclusive libraries for children with disability and their families Jo Kaeding</p> <p>Troubling the power of the 'normal' in 'inclusive' early childhood education Karen Watson</p>	<p>Inclusive Education for Young People with Neurodevelopmental Disabilities in Rural Cambodia: Teachers' Understandings Amanda Ajodhia</p> <p>The Role of Encouragement, Empowerment, and Support in Inclusive Education: The Taiwan Experience Wu-Tien Wu</p> <p>Re-conceptualising Inclusive Education: school principals' perspectives in post-soviet Kazakhstan Michelle Somerton</p> <p>Civic Learning for Inclusiveness in Australia, America, and Southeast Europe Suzanne Carrington Aida McLeod</p>
2.30pm-3.00pm	Afternoon tea in Jeffrey Smart Level 1, Room 13					

Friday 27th October afternoon

Time	Hawke Building Level 5
3.00pm- 4.10pm	<p>Traditional welcome to Country</p> <p>Official launch of TIES 2017 Professor Roger Slee, Conference convenor Professor Stephen Dobson <i>Dean and Head of School: Education</i></p> <p>Opening Address Hon. Kelly Vincent MLC <i>Dignity Party representative in South Australian</i></p>
4.10pm-4.30pm	Senior Scholar Award
4.30pm-5.30pm	Conference Panel Advocacy and Reform for Inclusion
5.30pm-7.00pm	TIES 2017 Cocktail in Kerry Packer Civic Gallery, Hawke Building Level 3

Saturday 28th October

Time	Hawke Building Level 5	Sir George Kingston, Level 4, Room 30	Hawke Building Level 6, Room 3	Sir George Kingston, Level 5, Room 24	Hawke Building Level 6, Room 12
9.00am-9.30 am	Morning Tea				
9.30am-10.30 am	Keynote: Professor Michael Apple University of Wisconsin-Madison				
10.40am-12.10pm	<p>Parents supporting inclusive education for a disabled child. Examining life-course narratives with a focus on parent-professional partnerships Victoria Buchan Susan Nichols</p> <p>Gatekeeping and restrictive practices with students with disability: results of an Australian survey Shiralee Poed Kathy Cologon Robert Jackson</p> <p>An analysis exclusion of students through a quantitative data analysis of files from educational psychologists Bjørn Hamre</p>	<p>Using Social Role Valorization to explore parental enrolment decisions when their children are eligible for special schooling Glenys Mann</p> <p>An institutional ethnography of early childhood education and care in Ontario, Canada Alison Thompson Nicole Ineese-Nash</p> <p>Evidence-based, school-based research on inclusive education for students with autism in Australia. Suzanne Carrington</p>	<p>Creating new Campuses – the implementation of an enabling education program for Aboriginal students in regional South Australia. Tanya Weiler Sharron King</p> <p>Inclusive Education: Innovative service models for engaging disengaged students. Emma Goodall Nicole Kyrkou</p> <p>Conceptualising collaboration between teachers and speech pathologists: A systematic review Haley Tancredi Linda Graham Sonia White</p>	<p>Principles of Inclusion for Children and Students with Disability in Education: A guide for education systems, leaders and teachers</p> <p>Representatives from the Ministerial Advisory Committee for Children and Students with Disability</p> <p>The Online Lab: piloting an online-only technology club for isolated young people with autism Stefan Schutt</p> <p>Dilemmas in the field – Doing inclusive education elsewhere Roger Slee Sulochini Pather</p>	<p><u>Symposium</u></p> <p>Youthworx SA: Re-engaging youth in learning and work through film-making Chair: Tom Stehlik</p> <p>Youthworx SA: Moving from the margins to the centre through the mobilisation of creative biographies. Belinda MacGill Jenni Carter</p> <p>Co-designing the future: A Youthworx SA Approach to supporting young people to imagine, create and inspire change in education. Nia Lewis Nigel Howard</p>
12.10pm-1pm	Lunch including poster presentations in Hawke Building Level 5				
	<p>E-poster Presentation Exploring the relationships between career adaptability, perceived academic competence and emotion in students with SpLD in Hong Kong Yang Lan, Gao Fengzhan & Sin Kuen Fung What happens when they grow up? A critical inquiry into the discourse of inclusion in higher education Linda Anne Barkas, Paul-Alan Armstrong and Garry Bishop</p>				

Saturday 28th October afternoon

Time	Hawke Building Level 5	Sir George Kingston, Level 4, Room 30	Hawke Building Level 6, Room 3	Sir George Kingston, Level 5, Room 24	Hawke Building Level 6, Room 12
1pm-3.00pm	<p><u>Symposium</u> Paradoxes in inclusive education: a necessary condition?</p> <p>Chair: Beyond us and the others: Becomings at the edge of practice</p> <p>Two-part harmony: theory~practice</p> <p>Policy Reform, Rhetorical Flourish, and inclusive education</p> <p>Lise Claiborne Tim Corcoran Ben Whitburn Jenene Burke</p>	<p>Progress towards an inclusive education for children and young people with disability in Australia Stephanie Gotlib</p> <p><u>Symposium</u> From aspiration to participation in higher education: Social capital and the capacity to aspire as key factors in the experience of under-represented groups</p> <p>Social capital and the capacity to aspire to higher education: Educational aspirations of Australian school students from low SES backgrounds.</p> <p>“She was doing all this other stuff and managing to do uni. I was like, that’s pretty cool”: The role of social capital in shaping the capacity to aspire to higher education for Indigenous school students.</p> <p>Presence and proximity: Enhancing the pathway to higher education for school students living in rural Australia.</p> <p>“I don’t really have a lot of experience, a lot of people telling me stories about it”: The interplay of capital, habitus and field in navigating the pathway to university for prospective first in family students.</p> <p>Jenny Gore Leanne Fray Sally Patfield Adam Lloyd</p>	<p>Educational Quality of Life: a framework for answering the questions of inclusive education of students with disability Rhonda Faragher</p> <p><u>Symposium</u> Education for All: The Australia Awards South and West Asia Experience Chair: Suzanne Carrington</p> <p>Sunita Maleku Amatya Ugyen Namgay Mohamad Hammad Fathima Maheeza</p>	<p>Conceptualising play and inclusion through barriers to learning and learning portals framework Amy Cloughton</p> <p>Beginner Teacher Preparedness for Inclusion in New Zealand Sophia Attwood</p> <p>The Architecture of Initial Teacher Education: Teacher Constructions Framed in a By-gone Era? Tracy Dayman</p> <p>Do I belong in the profession? The cost of fitting in as a preservice teacher. Loraine McKay</p>	<p>Emerging from the Shadows: Developing a Culture of Literacy in Rural Secondary Schools Bethany Rice</p> <p>Evaluating the effectiveness of the World Voice program on inclusive education Sin Kuen Fung Cheng Sanyin Eria Li Ping Ying Gao Feng Zhan Luan Xingchang</p> <p>Youth mentoring for social justice and inclusion of low-socioeconomic Chinese migrant students: interrogating mentor-protégé relationships Margaret Lo</p> <p>Inclusive practices v 1:1 ‘support’ Lynne Rutherford Leanne Coveney</p> <p>CPS works so why didn’t I use it: Resource Teacher support for inclusive teaching practices Joanne Walker</p>
3.00pm-3.30pm	Afternoon tea in Hawke Building Level 5				

Saturday 28th October afternoon (continued)

Time	Hawke Building Level 5	Sir George Kingston, Level 4, Room 30	Hawke Building Level 6, Room 3	Sir George Kingston, Level 5, Room 24	Hawke Building Level 6, Room 12
3.30pm-5pm	<p><u>Symposium</u> Educational and social disadvantage: the experience of seriously sick kids missing school</p> <p>Chair: TBA</p> <p>Sian Jackson Gina Meyers Megan Jackson Megan Gilmour</p>	<p>A Bunch of Mates - The glue for social connection in high school for a teenager with disability Jan Kruger</p> <p>What are the barriers to a student with disability completing a Higher Degree by Research (HDR) qualification at an Australian University? Peter Smith</p> <p>Inclusive education: establishing a common language between policies, system priorities, and educational service provision. Sam Brain and Julia Talbott</p>	<p>Informal and fearless learning: A child's gaze on inclusive practices Roseanna Bourke</p> <p>Creating a Culture of Inclusion: The power of one child's voice bringing richness to learning for all Christina Lipitkas Lyndsay Healy</p> <p>Children's talk, diversity and silencing: Are we underestimating the language competence of children in 'disadvantaged' communities? Susan Nichols Therese Lovett</p>	<p>Testing the relationships between self-perceptions of academic competence and career goal-setting with a sample of SEN students: The mediating role of meaning in life Sin Kuen Fung Yang Lan Gao Fengzhan Bao Han</p> <p>What exactly is 'differentiation' and why is it so poorly understood? A systematic review Linda Graham, Juliet Davis & Ilektra Spandagou</p>	<p>Building "Heartware" for Inclusion through Teacher Education Levan Lim</p> <p>Collaborative Professional Development to Help Teachers Enact Critical Literacy in Hong Kong TESL Classrooms: Problems, Politics and Possibilities Cheri Chan Margaret Lo</p> <p>Looking for the good: How might the utilization of Appreciative Inquiry as a research tool yield hopeful possibility for the education of all students? Gill Rutherford</p>
6pm	Conference Dinner at 'Café 129' Strathmore Hotel, 129 North Terrace, Adelaide, SA 5000				

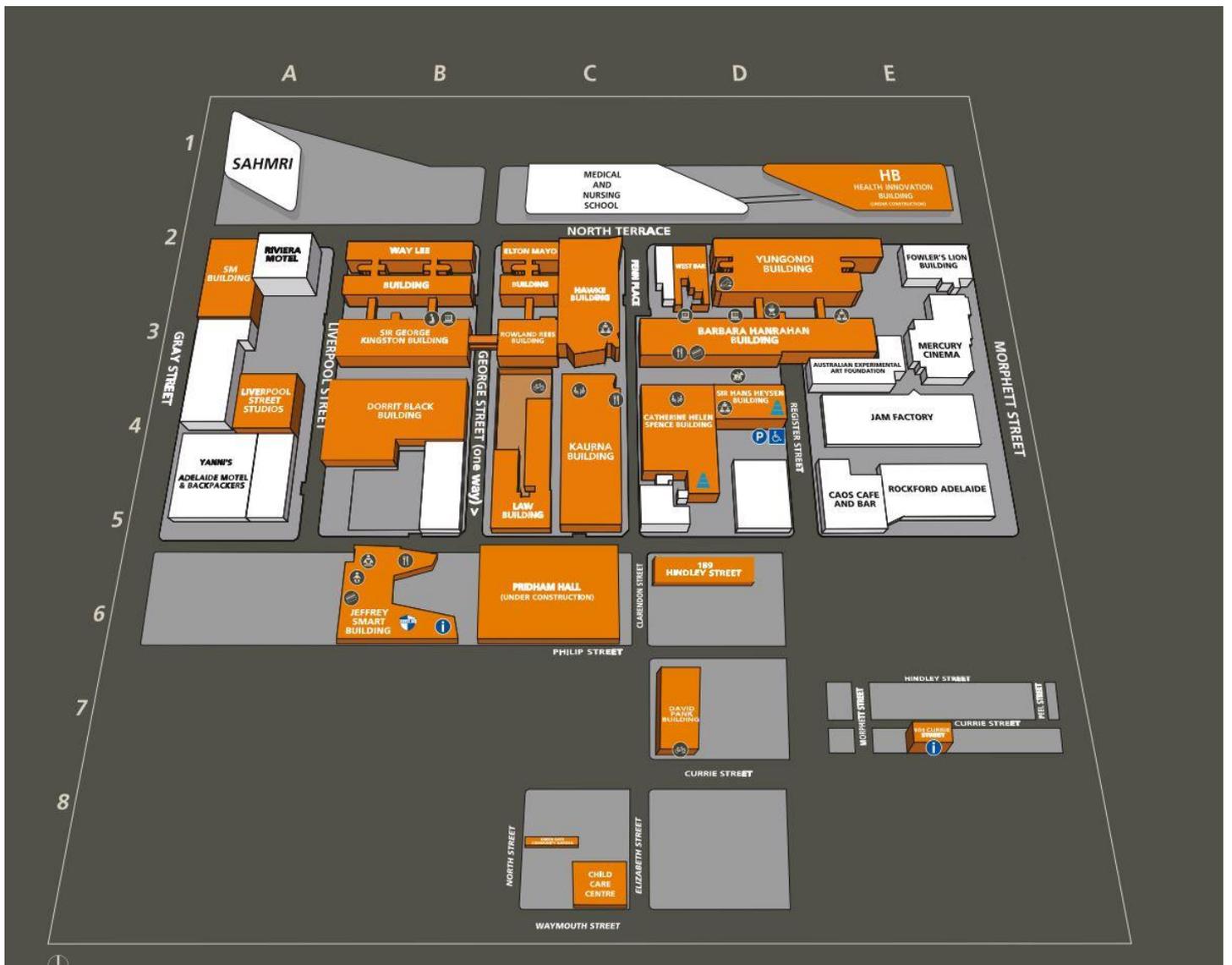
Sunday 29th October

Time	Hawke Building Level 5	Sir George Kingston, Level 4, Room 30	Hawke Building Level 6, Room 3	Sir George Kingston, Level 5, Room 24	Hawke Building Level 6, Room 12
9.00am-9.30am	Morning Tea				
9.30am-10.30am	Keynote: Professor Lani Florian University of Edinburgh				
10.40am-12.10pm	<p>Why inclusive education falters Elizabeth Walton</p> <p>How to sustain inclusive activity beyond good intent Patricia O'Brien Tanya Riches</p>	<p><u>Symposium</u> Inclusive post-secondary education: models, outcomes and beyond. Chair: Fiona Rillotta</p> <p>People with Intellectual Disabilities Included within a University Setting: A Framework for Success</p> <p>Jemima MacDonald Jessica Buhne Friederike Gadow</p> <p>The inclusive university practicum placement experience for a student with intellectual disability: An Australian case study Fiona Rillotta Lorraine Lindsay Pammi Raghavendra</p> <p>Learning together: University Students with Intellectual Disability Collaborating with Education Students Michelle Bonati Jemima MacDonald Friederike Gadow</p>	<p>Mainstreaming Children with Special Educational Needs (SEN) and Girl Child in Schools in Pakistan Kausar Waqar</p> <p>Advocacy for Inclusive Education by Mothers of Children with Disabilities Leanne Longfellow</p> <p>Challenges in Implementing Vocational Training: Young People with Autism Spectrum Disorder (ASD) in Malaysia Tang Poh Thin Lise Claiborne Cheryl Cockburn-Wootten</p>	<p><u>Symposium</u> Clinging to the Centre: The Critical Role of Parent Leadership and Advocacy in Pursuing and Maintaining Inclusive Education Chair: Lisa Bridle</p> <p>Why parents matter: the critical role of families in the movement for inclusive education. Lisa Bridle</p> <p>Vision alone is not enough Rebecca Murphy Rohan Murphy</p> <p>Parents and inclusive education reform: Where are we now and where are we going? Glenys Mann</p>	<p>“Everybody brings something different to the table”: Inclusive participation in early childhood education. Kate McAnelly Michael Gaffney</p> <p>Playing with or next to? The nuanced and complex play of children with impairments Jenene Burke Amy Cloughton</p> <p>Teachers with impairments: In or out of the teaching profession? Jenene Burke</p>
12.10pm-1pm	Lunch in Hawke Building Level 5				

Sunday 29th October afternoon

Time	Hawke Building Level 5	Hawke Building Level 6, Room 12	Sir George Kingston, Level 5, Room 24
1pm-3pm	<p><u>Symposium</u> Pedagogies for Justice Chair: Robert Hattam</p> <p>Eco justice and Science Teacher Education.</p> <p>Seeing is (not) believing – film, pedagogy and critical literacy</p> <p>Including the 'Aborigine' as Curriculum Outsider</p> <p>Educating the (racist) Australian nation</p> <p>Pedagogies for justice and inclusion in health and Physical Education</p> <p>Kathryn Paige David Lloyd Dino Murtic Lester-Irabinna Rigney Robert Hattam Alison Wrench Robyne Garrett</p>	<p>Identifying obstacles and opportunities for inclusion in the school curriculum for children adopted from overseas: Developmental and social constructionist perspectives. Tracey Sempowicz Judith Howard Mallihai Tambyah Suzanne Carrington</p> <p>Mapping the everyday/every night work of teachers who are planning from the Australian Curriculum for students with disability Jeanine Gallagher</p> <p>Is teacher registration missing the mark in inclusive education? Moya Elvey</p> <p>Defining the meaning and scope of the human right to inclusive education and the obligation of Governments to ensure an inclusive education system – Article 24 of the United Nations Convention on the Rights of Persons with Disabilities and General Comment No. 4 Catia Malaquias</p>	<p>Autoethnography as Critical Reflective Practice: Themes in Teacher Candidate's Stories of Teaching and Learning Bethany Rice Aubry Threlkeld</p> <p>How much more can advocacy achieve in our quest for inclusive education? Julie Phillips</p> <p>Feeling in or out? Students' perspectives on learning support at secondary school Jude MacArthur Vijaya Dharan and Gill Rutherford</p> <p>Decolonising Educational Practice: Same-Sex Attracted and Gender Diverse Young People of Multicultural and Multifaitth Backgrounds Maria Pallotta-Chiarolli</p>
3.15pm-4.00pm	Junior Scholar Award		
4.00pm-4.30pm	Conference closing + announcement TIES 2018 (Conference Convenor)		

Map of the venue



Abstracts

Friday 27th October 12.30 pm -2.30 pm

Presentations happening in Hawke Building, Level 6, Room 12

Co-production and Co-teaching in Tertiary Disability Policy Studies - Dr Genée Marks and Professor Keith McVilly

In its Master of Public Policy, The University of Melbourne has introduced a new elective on *Inclusive Policy Development*, which will enable students to explore ways of involving those whose lives are to be affected by social policy, in the formulation, implementation, and evaluation of such policy (using co-production, for example, with people with disabilities). This new unit is co-produced and co-taught with people with disabilities in the various policy areas addressed within the program. The seminars include the participation of people with disability as experts in their lived experience of the implementation of social policy, as well as industry experts from community services and government agencies. This paper will report on the project, and asks the key questions proposed as the conference theme, relating specifically to post-initial tertiary education. In other words, it will address: “Who’s in?” and “Who’s out?”, in relation to curriculum development and content. It will ask “Who decides” what, how and why policy should be addressed and developed in relation to disability? In so doing, it asks “What are we going to do about it?” and proposes a model for the co-production and co-teaching of disability related policy studies particularly at university level.

Not another literature review on attitudes on inclusive education: deficit understandings of disability - Dr Ilektra Spandagou

Teacher attitudes have been claimed as one of the key indicators for inclusive education's success. This paper doesn't question the centrality of the role of attitudes as a potential barrier or facilitator of inclusion, it questions however, the assumptions informing the substantial body of the literature in this area. Literature reviews (Avramidis & Norwich, 2002; de Boer, Pijl & Minnaert, 2010; Scruggs & Mastropieri, 1996) demonstrate that persistently teachers' attitudes are linked to the perceived nature and severity of impairment and there has been no significant change over time. For the most part, this research tends to be accepted without criticism and it is perhaps the most prolific research area in the field. Slee's (2011) critique is one of the rare arguments in this area, claiming that this research tends to pathologise disability as the problem and it decouples attitudes from the context that they occur. This paper provides a critical analysis of this literature extending Slee's argument. It is a focused exploration of what actually is examined in the teachers' attitudes on inclusive education research and in particular in how disability is represented.

Fifteen studies examining the attitudes of general education teachers, special education teachers, and student-teachers published in peer-reviewed journals in the last ten years (2006-2016) and using quantitative questionnaires and surveys were identified. The analysis examined how a) inclusive education, b) disability and impairment, and c) attitudes are constructed in the data collection instruments used and the justification presented in the actual articles. In this presentation, it is argued that most of the attitudinal research on inclusive education demonstrates the alienation described by Mike Oliver (1992). Deficit understandings of disability dominate the construction of questionnaires with a tendency to limit students to their impairment. The presentation will demonstrate the numerous examples where this deficit approach goes beyond perceived 'functional limitations', to the inherent value of the life of people with disabilities. The long history of attitudinal research that approached disability through negative stereotypes, prejudices and constructed it as deviant is reproduced in current attitudinal research on inclusive education and provides justification for why inclusive education isn't easy to realise. The presentation concludes with suggestions about alternative ways of exploring teachers' understandings of disability and inclusive education.

It's the right thing to do': An Ethical View of Specialist Provision Designed to Prevent Exclusion - Dr David Armstrong

Educational exclusion for challenging behaviour is a major risk facing children and young people with a clinically recognized mental health difficulty. Once excluded, affected individuals often never return to

mainstream schools. Public education in Australia and the UK has responded to this pressing problem through a variety of educational initiatives and projects, often small-scale and at a local or state level, which prevent exclusion before it occurs or which re-integrates students back into mainstream provision post-exclusion.

This article reports on research into a new small-scale education project in Australia (Project A) attended by 6 children with a clinically recognized mental health difficulty and associated conduct placing them at risk of exclusion. During term time children attended Project A for two days of the school week and their usual mainstream school for the remainder. Project A delivered intensive educational and therapeutic interventions: these were designed to help ensure academic progress by attendees and facilitate their pro-social skills – reducing the likelihood that they would present with challenging conduct in school. Preventing the educational exclusion of children who attended was the overarching aim of Project A. Research evaluated the potential benefits of Project A via: analysis of secondary data, and, also, qualitative semi-structured interviews with project staff. A review of international research literature about initiatives or projects similar to Project A was also conducted.

Findings indicate the probable benefits of Project A for the academic performance and conduct of children who attended. There are, however, a number of inherent problems and confounding factors which prevent a definitive quantification of benefit in this case. Emphasis on the ethical merits of Project A is critically suggested as more appropriate view given these challenges for research in this area and is recommended to policymakers and practitioners interested in preventing exclusion for this vulnerable population. Lack of a national strategy in Australia for supporting provision like Project A is highlighted as a major obstacle for efforts to avoid ad-hoc service provision. A centrally funded national research programme is advocated as a more coherent response for designing and implementing cost-effective services like Project A at state or local level.

Crip Studies in Education: A Theoretical Exploration - Assistant Professor Aubry Threlkeld

The old distinctions of medical and social models of disability collapse under the weight of their own dualism. Theorists from as diverse vantage points as Grue, Kafer, McRuer, Mitchell, Snyder, and Grosz have all pointed to new ways of conceptualizing disability and its relationship to politics, body, and time. Out of this milieu has emerged Crip Studies: a politically-rejuvenated social-relational paradigm for understanding disability. Yet, disability studies in education and by corollary inclusive education remain applied academic fields where theorizing continues to Ferris-wheel from one model of disability to the next without deeply challenging accepted practices in education or acknowledging how neoliberalism and education pair to undo democratic and therefore political values. Crip Studies in Education must question the values tacitly accepted about education itself. We ask new questions: What can education learn from bodily instability? What does the body, mind and/or mind-body learn in a political context? How do we foster overt political resistance to educational systems, torture and education while part of carceral systems? What can be gained by using intersectional approaches to addressing overlapping and conflicting identity ecosystems in education? What does it mean to radically promote disability-centred approaches to education that are not valued only by their inclusivity or their benefit to the non-disabled?

Friday 27th October 12.30 pm -2.30 pm

Presentations happening in Sir George Kingston, Level 4, Room 30

Who are the persistently NEET young people? – Evidence from the Longitudinal Survey of Australian Youth - Dr John Stanwick

Young people who are not in education, employment or training (referred to as NEET) are of considerable policy interest as they are seen as being at risk of not making successful transitions to the labour market and also at risk of having poorer outcomes in various aspects of life later on.

This presentation focuses specifically on the analysis of young people that are NEET for six or more consecutive months (referred to as persistently NEET) as they are considered to be at greater risk of being vulnerable. It uses data from two cohorts of the Longitudinal Survey of Australian Youth (LSAY). The analysis finds that not completing year 12 is one of the main factors associated with being persistently NEET (in addition to having

children and also to some extent coming from a more disadvantaged background). The analysis also points to the Global Financial Crisis having an impact. The analysis also has a particular focus on those that are persistently NEET at ages 15-19 and looks at a selection of outcomes for this group at ages 20-24. In particular, those that have early persistent NEET periods were found to be more likely than their counterparts to be persistently NEET at ages 20-24 and less likely to be studying for or have completed a certificate III or above qualification by age 24.

Needs within the Deaf Education Sector - Dr Julie Kos

Two studies were undertaken to investigate needs in the deaf education sector. Study 1 investigated professional learning needs of teachers of the deaf. A survey of 130 teachers indicated learning needs in the areas of 'Well-being and mental health of students'; 'Training for mainstream teachers'; 'Auslan language acquisition and development' and 'Keeping abreast of up-to-date research'. Findings from the focus groups revealed learning needs in 'Supporting deaf students' mental health and wellbeing, including dealing with challenging behaviours', 'Social and emotional needs', and 'Understanding the impact of co-morbidity.' Study 2 assessed needs in the sector via interviews with parents and educational support staff (ESS). Respondents noted needs in relation to 'Curriculum and assessment' and 'Understanding and implementing technology'. Crucially, the study found that the quality of the relationship between teacher and student and teacher and parent, impact a child's experience at school. Very little networking was reported by teachers, parents and ESS across the two studies, suggesting a sector-wide issue. These studies identified important findings in relation to deaf students' needs, but an important piece of the puzzle remains unknown – students' perceptions.

The Katandra Project: Making inclusive education accessible - Tracey Walker, Bruce McPhate and Sally Moloney

It is acknowledged by both mainstream and specialist schools that there has historically been a lack of understanding and limited interaction between these settings. Instead of operating in tandem, supporting each other, the two school systems tend to present as two very differentiated systems, some almost being seen in competition or at odds with each other. The Katandra Project has showed that DET Schools can benefit from sharing resources and exchanging information to assist students with additional learning needs.

Katandra School in Ormrod, Victoria is a special education setting for primary aged students who have an intellectual disability. Thanks to a groundbreaking approach, the specialised skills of Katandra staff are having a positive impact way beyond their own classrooms. The Katandra Project provides a visiting 'coach' and support resources that increase the confidence and capacity of teachers to support children with additional needs enrolled in mainstream schools. The Katandra Project received the 2015 Victorian Excellence Award for Inclusive Education.

Inclusive pedagogy: iPad as a communication tool for children presenting as non-verbal with autism - Ushagayethri Venkatesh (Monica)

Communication can be one of the many challenges faced by children with autism spectrum disorder. To facilitate communication, digital technologies have been shown to augment and replace conventional speech. It is currently estimated that 30% of individuals diagnosed with autism present as non-verbal or minimally verbal. Difficulties in communication skills may lead to negative impacts on various aspects of their life. By enhancing the communication skills, there may be a positive impact on joint attention skills, adaptive skills and reduction in occurrences of challenging behaviors which may potentially lead to further opportunities in other developmental areas such as cognitive, social and emotional skills development. Therefore, this presentation reports on an investigation in three South Australian special education schools exploring how digital technologies, but more specifically, iPads support the development of communication skills in low to moderate functioning children with autism, in the 6-12 years age group. Implications of this study suggests that the iPad can be an inclusive and personalised pedagogical tool to scaffold communication skills in children presenting as non-verbal with autism.

Friday 27th October 12.30 pm -2.30 pm

Presentations happening in Hawke Building Level 6, Room 3

Reconceptualising Inclusive Education within the Pacific (a Sea of Islands): Exploring the Vaka - Associate Professor Ann Cheryl Armstrong, Mr. Laisiasa Merumeru and Ms. Merelesita Qeleni

Through this paper, we explore Inclusion and Inclusive Education in the context of the University of the South Pacific and ways in which it has embraced inclusion and disability support through its reach of 14 campuses in 12 countries. We review the impact made over time through the Disability Resource Centre, the sparks of innovation that touch the lives of disabled learners and the re-conceptualisation of the Inclusive Education Curriculum. Using documentary analysis, we will link these activities to Regional and International policies including the adoption of the Convention on the Rights of Persons with Disabilities, the Pacific Framework on the Rights of Persons with Disabilities, and the Incheon Declaration and Framework for Action. We examine the challenges addressed by USP as a regional university as it has sought to develop an inclusive educational perspective and practice which draws on the depth of Pacific cultural traditions and approaches to learning and engagement. The paper will develop a framework for rekindling the magnificent boundlessness of the Pacific islands as we encourage the peoples of the region to operate within their power spaces of: Community Development; Sharing and Social Responsibility and Respect.

Development of a thinking skills assessment to support the instruction of students with additional learning needs - Toshiko Kamei

This study aims to provide an assessment for thinking skills targeting students with additional learning needs. General capabilities such as thinking skills have been gaining prominence internationally as a skill central to learning. However, students with additional learning needs can often lack instruction in this vital area. The Students with Additional Needs (SWANs) program developed at the Assessment Research Centre, Melbourne Graduate School of Education, provides a system of assessment, reporting, planning, and instructional advice to teachers of students with additional needs to facilitate their participation in education. The aim of this study is to develop an assessment for thinking skills to extend the SWANs resources to include new domains of learning. Through a literature review, work in collaboration with leading teachers with expertise in teaching students with additional learning needs, and a field trial with 864 students, an assessment for thinking skills based on a learning progression was created. This study demonstrated that there is an interpretable progression in thinking skills for students with additional learning needs that can form the basis of an assessment. This is a vital step in including this cohort of students in the education of fundamental skills such as thinking.

Friday 27th October 12.30 pm -2.30 pm

Presentations happening in Sir George Kingston, Level 2, Room 12

"I wrote a letter, complaining about the system": Parents as explicit critics, conditional advocates, and story sharers - Dr Peter Walker

This presentation is an interpretive document study, exploring and analysing submissions made to the 'Select Committee on Disability and Access to Education in South Australia' by parents of children with Autism Spectrum Disorder. It focuses on the various functions and purposes of the communications. Data analysis revealed that parents enacted multiple roles within submissions, and for a multitude of purposes. These included: to share stories, to voice complaint, to advocate for inclusive education on behalf of their child, to seek change, to highlight systemic faults, to vent personal frustrations, and to critique school practice. The presentation provides new knowledge on how parents can and have used their voices to address schooling issues for their children. An abridged presentation (lightning-talk) on this research is being presented at this year's Asia Pacific Autism Conference (NSW).

Supporting inclusion of students with disabilities – is there a role for specialist schools? - Professor Teresa Iacono, Carol McKinstry, Associate Professor Mary Keeffe, Amanda Kenny, Elena Wilson and Oriane Landry

The aim was to explore the potential role of specialist schools in enhancing inclusive school education from multiple stakeholder perspectives. Thirty staff and parents associated with Victorian Specialist and Mainstream Schools participated in individual interviews. Questions addressed current needs and how to address them through Specialist School assistance. A framework approach was used for analysis. There were four key themes. “Scan of the current situation” included student supports through varied funding, funding gaps for many, and great diversity in student need. Parents needed to initiate their own involvement. Mainstream school staff lacked confidence or skills. Pockets of positive practices arose from strong individual relationships and exchanges. “What is happening” included the roles played by allied health, specialist teachers, and education support staff. There were opportunities for classroom observations, professional development and access to resources. “What could be implemented” included more access to supports, extending these across all students with disability, tailored approaches and leadership to ensure whole of school commitment. “What’s needed” focused on capacity building, leadership, resourcing and agreements across schools and individuals. Current specialist schools support to mainstream schools relies on varied practices, indicating the potential benefits of a systematic and well-resourced approach.

Inclusive libraries for children with disability and their families - Jo Kaeding

Public libraries are safe and trusted public spaces where everyone is welcome... (Australian Library and Information Association, 2016, p.13). Unfortunately, this is not always the experience of children with disability and their families. With scholarships from ALIA, the State Government of South Australia and Libraries SA I visited 18 public libraries and two cultural institutions in the United States and Canada. This presentation is the result of that research. A mixed method of qualitative and quantitative approaches was conducted. Participants took part in a semi-structured, one-to-one interview and an online questionnaire. Research found there were seven common elements of an inclusive public library. These elements were; collections, programs, partnerships, physical environment and equipment, training, management, marketing. These elements were used to create an inclusive library model. The inclusive libraries model provides a framework for the development of inclusive community based literacy programs, resources and services for children with disability and their families.

Troubling the power of the ‘normal’ in ‘inclusive’ early childhood education - Dr Karen Watson

The inclusion of children with special needs in mainstream early childhood classrooms is a policy and practice that has gained universal support in recent decades. Exploring ways to include the diagnosed child, while assisting classroom teachers, has been a major focus for inclusive education research. Adopting an alternative poststructural perspective, the research explored in this paper, investigates the taken for granted ‘normal’ in the classroom, turning the gaze toward the ‘already included’ children, and the role they play in inclusive/exclusive processes. Presenting data created inside three early childhood classrooms, the observation and conversations of the children reveal how they negotiate and respond to difference. Examining the discursive production and maintenance of the ‘normal, this ethnographic study exposes some of the effects of the work that it performs. These effects become discernible as the children take up the dominant circulating discourses that inform them about themselves and Others. In their everyday encounters with the diagnosed child, the undiagnosed children are observed to take up practices of tolerance and silence, effecting fear, separation, and a desire to cure. This research, although at times confronting, challenges us as educators to rethink practice-as-usual, as the effects of the ‘normal’ are problematic for inclusionary practices and not sustainable.

Friday 27th October 12.30 pm -2.30 pm

Presentations happening in Barbara Hanrahan Building Level 3, Room 12

Inclusive Education for Young People with Neurodevelopmental Disabilities in Rural Cambodia: Teachers’ Understandings - Dr Amanda Ajodhia

As the educational system recovers from destabilization following the Khmer Rouge, Cambodia gradually progresses toward sustainable and equitable education, particularly for disabled young people in rural areas. Yet, inclusive educational access remains challenging for many rural disabled Cambodian students, especially

those with neuro-developmental disabilities (NDD) (e.g., autism spectrum disorder [ASD], Down syndrome [DS]) due to lack of resources, teacher attainment and retention, insufficient professional development in disability and inclusive education, teacher efficacy, and shortage of professionals specializing in inclusive and disability education. This paper explores how 19 general and special education teachers support ASD and DS students' learning and sense of belonging across five rural primary schools in Kampot, Cambodia. Employing a qualitative phenomenological approach with in-depth focus group interviews, participants shared understandings and experiences of working with ASD and/or DS young people, shedding light onto the essence of school belonging within the phenomenon of inclusive education. Emerging thematic findings highlighted (1) teacher learning on inclusion and disability (2) cultivating a climate of inclusion within schools; (3) ways of enhancing inclusive education; (4) navigating dilemmas of inclusion. Within this particular Southeast Asian context, participants conveyed insights of navigating complex terrains of inclusive education, raising questions regarding suitability of inclusion ideals in light of Cambodia's socio-cultural/political/historical context, and more specifically in rural areas.

The Role of Encouragement, Empowerment, and Support in Inclusive Education: The Taiwan Experience - Emeritus Professor Wu-Tien Wu

As an echo to the world-wide movement of inclusive education and because of the popular conviction of inclusive ideas, over past two decades, a number of inclusive programs have been developed and implemented in Taiwan first on experimental base and later as a regular schooling practice. Statistics of 2016 indicated that the major options of placement for students with disabilities were resource room programs (the integrative type) and regular class (the inclusive type) with special education services (accounted for 53% and 15%, respectively). The inclusive education policy in Taiwan could be characterized as "encouragement and empowerment, rather than enforcement" and "moving toward inclusion with multi-placement practices for the time being". Principles and strategies are significantly reflected in the Special Education Act Amendments (1997, 2014) and related regulations. The strategies include the least restrictive environment, flexible curriculum, downsizing inclusive classes, free transportation services, appropriate services for examination, professional team work, special education resource centre, itinerary services, assistive technology and related services, parental involvement, due process, and basic special education training for all regular education teachers. Otherwise, four indicators of a successful inclusion, i.e., physical inclusion, psycho-social inclusion, curriculum/instructional inclusion, and support system, has been established. To date, inclusive education in Taiwan has achieved some outcomes and extended to senior high and college levels. However, it is also encountering many challenges, such as teacher's confidence and capability, curriculum's adaptation, peer acceptance, and supporting resources. As a reality, the toughest challenge to deal with would be disruptive behaviours by students with disabilities in a regular class setting. In sum, teachers' caring, capability and collaboration (the 3 Cs) as well as a supporting environment are keys to success of inclusion, and there is plenty of room for improvement in these regards.

Re-conceptualising Inclusive Education: school principals' perspectives in post-soviet Kazakhstan - Assistant Professor Michelle Somerton

Over the past twenty-five years a continual shift in world geopolitical order has transformed many countries in the central Asian region due to the dissolution of the former Soviet Union. As a result of stable leadership and oil reserves Kazakhstan has emerged as a more politically and economically stable post-soviet country than those on its borders. To achieve its goal of entering the top 30 global economies by 2050, emphasis has been placed on education reform recognizing its importance as a driving force of change (Nazarbayev, 2012). Despite government legislation that supports education for students with disabilities, there is no formal educational policy for inclusive education. Many students with disabilities are marginalized or excluded by being placed in special schools, home schooled, or segregated into correctional classes in mainstream schools. The decision of who is in and who is out is on the recommendation of pedagogical psychologists and often against the wishes of parents who would prefer their child to attend mainstream classes. The burden of mediating this process is placed on the shoulders of school principals and decisions are dependent on their understanding and beliefs of inclusive education. This paper will discuss empirical research that explores the attitudes and experiences of six principals from regions of Kazakhstan.

Civic Learning for Inclusiveness in Australia, America, and Southeast Europe - Professor Suzanne Carrington and Dr Aïda McLeod

In a world that is plainly moving away from democratic values towards a more authoritarian, unequal and exclusionary world order everywhere, one of the last bastions defending the social justice gains of the last half-century is: School. Teachers especially – working in partnership with parents and their communities – have a crucial role to play in raising the next generation to embrace difference and diversity and build or rebuild fairness, equity and inclusiveness in all communities.

But first the teachers themselves have to be educated: i.e., to receive the training, awareness and qualification necessary for coping with the democratic challenges and anti-inclusive pressures they will face in their schools and in society. In Trump’s America, the universities are leading the effort to reinforce and increase the commitment of teachers in all sectors to democratic values. At Yale University, for instance, in May this year, the Yale Centre for Teaching and Learning devoted its 19th Annual Spring Teaching Forum to “Exploring Civic Concern in the Classroom”. The goals of the forum were “to describe the nature and purposes of civic pedagogy, share strategies to promote civic engagement in learning environments, and extend civic learning beyond the classroom”. Civic pedagogy, civic engagement and civic learning are alternative names for what we know as Service-Learning. In this paper, the presenters, who both have long experience as teacher-educators, discuss and analyse the evidence from, and the conclusions about, their use of Service-Learning as a method of teaching inclusive ethical mindfulness to successive generations of young teachers – in Australia and in Macedonia, respectively.

Service-Learning as a pedagogical method is well known and widely used in the US to teach ethical awareness of diversity and values of civic responsibility. But it has never really caught on widely in Australia. So, the two research questions to be addressed in this paper are: Why not? And what can we do about that? This paper accordingly presents a tri-country comparative study of the differential impacts of Service-Learning.

The Inclusive Education Summit
2017
Saturday 28th October

Saturday 28th October 9.30 -12.10

Presentations happening in Hawke Building Level 5

Keynote: Professor Michael Apple

Can education change society?

Many people inside and outside of education believe that education any substantive transformation in education can only occur when the larger "society" changes. But is this correct? I critically examine the arguments surrounding this claim and document the limitations behind it. In the process, I detail a number of things that what I call "critical scholar/activists" can and should in enhancing the role of education in social transformation.

Parents supporting inclusive education for a disabled child. Examining life-course narratives with a focus on parent-professional partnerships - Victoria Buchan and Dr Susan Nichols

This study takes a narrative approach to analyse parents' partnership experiences with a focus on how parents construct (i) their understanding of partnership overtime and (ii) their identity and positioning relative to professionals when supporting their child's education. Examining parents' personal narratives for positioning can reveal the wider context of multiple social discourses within which their lived experience is situated.

In this narrative study, five parents (three mothers and two fathers) of young adults with sensory disabilities participated in a series of in-depth, personal interviews to share their experience of partnering with professionals over the life course of their child's inclusive education. The participants and the researcher are located in eastern Canada, a context which provides reflection on its inclusive educational system. Narrative sections were selected to explore the variety and organization of participants' positioning of self and others. This on-going narrative analysis seeks to identify the meaning parents attribute to positions they assume or are ascribed and how they have challenged or accepted the "normative" frame of rights and duties and story-lines associated with ascribed positions, reflecting the distribution of power.

The results of this analytical work will be discussed in the context of inclusive education and experiences of disability. It will focus on the in-sight provided into the complex construction of parent partnerships and how this informs practice towards improving this key mechanism and foundation for positive outcomes of inclusive education.

Gatekeeping and restrictive practices with students with disability: results of an Australian survey - Dr Shiralee Poed, Dr Kathy Cologon and Dr Robert Jackson

The recently published report of the Senate Education and Employment References Committee on access to learning for students with a disability received several submissions on gatekeeping practices in mainstream schools to minimise the enrolment and participation of these students into mainstream classrooms as well as several reports of restrictive practices. As Australia has a commitment to the UN Sustainable Development Goals to provide inclusive, safe and effective learning environments, these practices would be of concern if widespread. As part of a major Australia-wide survey of families and school staff around the Disability Standards for Education 20015, data were collected on a range of gatekeeping and restrictive practices. Data from over 700 families, students and advocates are presented on these practices with over 70% reporting experiencing one or more examples of gatekeeping or restrictive practices. Comparisons across States, Private vs Public, and school size and type will be discussed, along with a thematic analysis of participants' qualitative concerns, the majority of which indicated strong dissatisfaction with the current treatment of students with a disability in mainstream classrooms.

An analysis exclusion of students through a quantitative data analysis of files from educational psychologists - Associate Professor Bjørn Hamre

Inclusion and exclusion in schools analysed through files from educational psychologists. Along with inclusive politics, testing and school reforms and an increase in students diagnosed, this presentations sheds light on present dilemmas in the inclusive politics through a historical quantitative empirical analysis of files and articles in the periods 1930-1945 and 2000-2015. Drawing Foucault's concept of problematization and technology, the study compares how different forms of behaviour in the two periods leads to different forms of inclusion and exclusion in the shaping of what is to be a student. The file is analysed as technology that

positions students in certain subjectivities and thus has consequences and possibilities inclusion and exclusion. Whereas discipline and the notion intelligence seems to be decisive in the early period, the constructions of the students as a learning, social and reflexive subject seems to be decisive in the present period. Though it is a stated intention in the present school reforms to diminish the importance of social background, and to include more students in the mainstream schools, the new forms of a shapely subjectivity may prove problematic to vulnerable students. The request of willingness to optimize oneself in present schooling may contribute to exclusion.

Saturday 28th October, 10.40-12.10

Presentations happening in Sir George Kingston, Level 4, Room 30

Using Social Role Valorization to explore parental enrolment decisions when their children are eligible for special schooling - Dr Glenys Mann

Many researchers have discussed parents' views regarding regular versus special schooling. Findings that parents can feel positive about inclusion and yet choose special schools for their own child are common. Why is this so? This presentation draws on the principles of Social Role Valorisation (SRV) to explore the deeper attitudinal forces that influence parental decision-making. The tensions that parents experience as they decide on school enrolment are discussed.

Using findings from my doctoral research to illustrate, I discuss the insights that SRV can offer into why parents might be drawn to inclusive education - encouraged by its vision, and even convinced of the benefits - yet still feel the attraction of a special school for their own child. I argue that the forces described in SRV theory have such power they can override a parent's desire for, and commitment to, regular schooling.

Parental decisions regarding schooling influence more than just their own families. Their views have a significant impact on policy decisions. Parental choice has both progressed inclusive education and protected segregation. Given the impact of parental views, it is important to understand more deeply the parental decision-making process. This presentation seeks to contribute to that endeavour.

An institutional ethnography of early childhood education and care in Ontario, Canada - Alison Thompson and Nicole Ineese-Nash

The Inclusive Early Childhood Service System Project (IECSS) is a longitudinal institutional ethnography which investigates the experiences of families with children with disabilities across rural, urban and remote areas of Ontario, Canada. As an institutional ethnography, this research seeks to understand the ideological practices, the processes and the ways early years disability operate as "part of broader social relations" (Carroll, 2004, p.167) when considering institutional practices which organize families' access to inclusive early childhood education, care and intervention services in their communities. We will specifically discuss the institutional practices that work to shape families' social relations and disabled childhood identities.

Evidence-based, school-based research on inclusive education for students with autism in Australia - Professor Suzanne Carrington

Inclusive education is about more than education for students who have a disability such as autism; it is about respect for diversity and human rights. Advocates for special education suggest that "special" programs are required to respond to autistic individual needs which have led to removing non-conforming students from regular education settings. This has perpetuated notions of 'normal' / 'not normal' and a culture and practice where some students are welcome in their local school and some students are not welcome and are left out. More recently, people with autism have a voice to challenge these views, and along with support from families and educators, society is developing a greater awareness and appreciation of autism and the supports required for better and more inclusive outcomes. The Australian Cooperative Research Centre for Living with Autism (Autism CRC) is the world's first cooperative research effort focused on autism across the lifespan. This presentation will provide an overview of how Program 2: Education research projects, involving school based research, are developing inclusive educational environments, programs and practice for students with autism. It is the first time that a nationwide collaboration has undertaken evidence-based, quality research on inclusive education for students with autism in Australia.

Saturday 28th October, 10.40-12.10

Presentations happening in Hawke Building Level 6, Room 3

Creating new Campuses – the implementation of an enabling education program for Aboriginal students in regional South Australia - Tanya Weiler and Associate Professor Sharron King

Developed as genuine pathway for Aboriginal students to access Higher Education without having to move away from their regional community, the UniSA College Indigenous Pathways Participation Program is a tailored outreach enabling program offered across four South Australian regional centres. The IPP Program was established after ongoing consultation with community leaders and stakeholders, Aboriginal community workers, employers, and health workers. The IPP Program is part of UniSA's strategy to widen participation in higher education and in response to the Federal Government's focus on increasing Aboriginal Australians' participation. This presentation will share the lessons learned from the implementation of the UniSA IPP program with particular focus on critical factors for success; program sustainability in relation to both student, community and organisational needs; and the strategies implemented to help students develop confidence, self-awareness, time-management and learn to thrive in the university environment. Additionally, it will give opportunity to discuss other initiatives for inclusive education, their learnings, challenges and successes.

Inclusive Education: Innovative service models for engaging disengaged students - Dr Emma Goodall and Nicole Kyrkou

This presentation will discuss two key initiatives currently being used to re-engage a range of disengaged students with disability and complex needs in education. These address the core issues of exclusion in its many forms and force us to refocus towards the goal of inclusion for all students. By redirecting our energy and resources to keeping children and young people connected we move towards an inclusive education that can be flexible and responsive to the rights of every learner. Interoception and CEDARS are two parts of this inclusive education focus. Interoception, the eighth sense is often unrecognised as an integral part of our ability to self-regulate and be successful learners. When considering how to be inclusive we need to consider the needs of the child or young person being included to ensure they are setup for success, by developing the skills they need to be a functional and valued member of their education community. Our research into the implementation of specific interoception teaching and learning has demonstrated that increasing interoception increases body awareness, connection to self and others. In addition, our data indicates significant decreases in behaviours that are typically seen as challenging within the education setting. Professional development for educators to enable them to teach interoception has led to changes in attitude by teachers to students with externalising behaviours. This change seems to occur as the role of interoception in emotional awareness and self-regulation becomes understood. We will give examples of how to embed interoception teaching across educational settings as well as provide the opportunity to explore practical activities. CEDARS (Child Education Development Assessment Research Service) is a new innovative service in education that addresses the interface between disability, health and behaviour to unpack the layers of complexity and challenge to address the wellbeing of children and young people and create a pathway towards inclusion. Through case studies we will explore the role that assumptions have played in reinforcing complex and challenging situations and more importantly how these can be turned around to create better education outcomes for children and young people with disability to have an inclusive education experience.

Conceptualising collaboration between teachers and speech pathologists: A systematic review - Haley Tancredi, Professor Linda Graham and Dr Sonia White

Students with Developmental Language Disorder (DLD) exist in every classroom and, despite its prevalence, DLD is poorly identified and understood within schools. For students with DLD to have access and equity within inclusive schools, teachers have a primary responsibility to make education adjustments that are responsive to students' language needs, as is legislated under the Disability Standards for Education. Best practice for supporting students with DLD requires collaboration between the student, their teachers and speech pathologists. This presentation will describe a systematic literature review that is currently taking place to investigate how collaboration between speech pathologists and teachers is conceptualised within the education, speech pathology and psychology literatures. The review will also investigate the focus of previous speech pathologist/teacher collaborative models on a continuum between interventions that aim to build student language skills (founded in a medical model) against collaborations that focus on identifying and

addressing barriers to communication and learning access (where a social model is utilised). In my presentation, I will discuss the process and methods that have been undertaken in this systematic review to date. Initial findings, drawn from the dataset created through the systematic review, will be discussed and I will describe some of the challenges that have been addressed as part of the systematic review process.

Saturday 28th October, 10.40-12.10

Presentations happening in Sir George Kingston, Level 5, Room 24

Principles of Inclusion for Children and Students with Disability in Education: A guide for education systems, leaders and teachers - Representatives from the Ministerial Advisory Committee for Children and Students with Disability

On behalf of the South Australian Minister for Education, the Ministerial Advisory Committee for Children and Students with Disability (MAC: CSWD) prepared principles of inclusion for children and students with disability in education (the Principles) as a foundation for ensuring those who experience disability are treated on the same basis in education as their peers. They are presented at the Summit to seek feedback. The Principles are an attempt to define the basis on which children and students, parents, educators and researchers can consider their own inclusive practices and behaviours to build positive attitudes and relationships for inclusive educational settings and practices. They have been prepared to provide broad and consistent criteria for education sites and their communities to encourage inclusivity and to assess their progress towards inclusion. Alongside the Principles are suggested methods for application of the Principles and for monitoring progress. The Principles seek to contribute to a reduction in discrimination against children and students who experience disability. They invite all involved in education to consider inclusive practices and their own actions to contribute to inclusive education at a local and system level. You are encouraged to further participate in discussion on the Principles, please contact MACCSWD at decadminadv@sa.gov.au or on (08) 8226 3632.

The Online Lab: piloting an online-only technology club for isolated young people with autism - Dr Stefan Schutt

This presentation reports on The Online Lab, a 2016 pilot project investigating the potential of an online-only version of The Lab (www.thelab.org.au), an established national network of after-school, face-to-face 'technology clubs' for 10 to 16-year-old young people with high functioning autism.

Funded by the Lord Mayor's Charitable Foundation, the project recruited 20 young people with autism from remote and regional areas of NSW, Victoria and Queensland, who took part in one or more of three weekly, synchronous three-hour sessions led by three computer design and programming mentors. The project aimed to: enhance the social connectedness of young people living with autism; develop a national online platform for the exchange of technology project ideas, and; improve the life prospects and wellbeing of young people with autism. The project design included a mixed-method research component focusing on participant and family health and wellbeing. Our presentation will report on the findings and explore a number of technology affordances and their relationship to session dynamics. This may help to inform other projects who are looking to work with young people using synchronous video conferencing, especially those working with those living with autism.

Dilemmas in the field – Doing inclusive education elsewhere - Professor Roger Slee and Dr Sulochini Pather

In this presentation, we will discuss the tensions that accompany the execution of development projects in general and those related to inclusive education in particular. Development projects, typically conceived in comfortable offices in countries of the North embrace cultural assumptions from countries of origin. The recipients of aid in the form of development projects see benefit in the form of investment in people and infrastructure. Challenges often arise in the field as it becomes clear that the assumptions about what is good and necessary for educational inclusion and improvement and how this can be achieved, is an expression of "different worlds". Answering the question – "what kind of world do we want to live in? is contingent. Who's asking? Who's answering? Drawing on experiences from projects in Africa and the Middle East, this presentation will identify key challenges for international project workers that help to illuminate the assumptions we carry regarding notions of exclusion and inclusion, how affected groups are identified and their needs addressed and by whom.

Saturday 28th October, 10.40-12.10

Presentations happening in Hawke Building Level 6, Room 12

Symposium: Youthworx SA: Re-engaging youth in learning and work through film-making - Youthworx SA

Research team: Dr Deborah Price, Barbara Comber, Tom Stehlik, Dr Jenni Carter, Dr Belinda MacGill, Deirdre Tedmanson, Ben Sellar, Colin Sharp, Heather Anderson, Carole Zufferey, Bex Neill, Nia Lewis, Nigel Howard.

Current SA Labour market statistics indicate 20.3% youth (aged 15-24) unemployment compared to a national average of 14.0% - part of the 'unspoken crisis' faced by young Australians (Cuervo & Wyn, 2016). This symposium will present findings of an innovative transdisciplinary approach for reconnecting disadvantaged youth with learning and work. It will provide evidence about the potential of participation in the creative industries, given that disengaged young people have indicated a desire for increased arts and cultural experiences (Playford Youth Engagement Report, 2016). Since Sep 2015 UniSA academics, local councils, Creative Arts Industries and not for profit organisations have collaborated to form Youthworx SA, a new multi-sector alliance building on Youthworx Victoria. The UniSA transdisciplinary team conducted an investigation of two short film-making certified courses piloted by the Youthworx SA Alliance within City of Adelaide and City of Playford Councils in 2017. An innovative connecting learning and creative biography (Sefton-Green & Erstad, 2016) and participatory action research (PAR) approach was employed to consider benefits for young people's health, wellbeing, learning and aspirations. A transdisciplinary research team enabled us to study and disseminate the effects of creative industries interventions and co-design processes in partnership with youth, an under researched area in Australia.

Lunch including poster presentations: E-poster Presentation in Hawke Building Level 5

Exploring the relationships between career adaptability, perceived academic competence and emotion in students with SpLD in Hong Kong - Yang Lan, Gao Fengzhan & Sin Kuen Fung

While much attention has been paid to academic, cognitive, and emotional functioning of students with specific learning difficulties (SpLD), considerably less effort has been put to examining the links between these cognitive and affective components developed in secondary schools with post-school outcomes (e.g., career adaptabilities) among SpLD students. This study took the initiative to test the relationships between students' self-perceptions of academic competence (the cognitive component), academic emotion (the affective component), and career adaptabilities (the career-related component). Participants were 55 SpLD students selected from ten secondary schools in Hong Kong. A survey questionnaire consisting of measures with good psychometrics in three research lines: academic self-concept (Marsh, 2016), academic emotion (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011), and career counselling (Savickas, & Porfeli, 2012) was administered to targeted students in regular class time with assistance of school teachers. More specifically, the cognitive component of academic self-concept (self-perceptions of academic competence across school subjects) and a positive emotion (enjoyment across school subjects) in Pekrun et al.'s (2011) instrument to assess academic emotions were employed for fulfilling the major research purpose (i.e., to test the relationships between students' self-understanding and career adaptabilities). Results showed significantly positive correlations among the three components. A supplementary path analysis found that both self-perceptions of academic competence and enjoyment were significant predictors of SpLD students' career adaptabilities (an outcome variable), although the path coefficient of perceived competence was stronger (.40) than that of perceived enjoyment (.29) in secondary schools. Taking consideration of the significantly positive correlation between perceived academic competence and emotion ($r = .51, p < .001$), the results indicate that enhancement programs targeting at the two aspects of self-understanding would produce positive effects on SpLD students' career adaptabilities (important indicators of successful post-school transition). Implications for career support to SpLD students in Hong Kong will be discussed.

What happens when they grow up? A critical inquiry into the discourse of inclusion in higher education - Dr Linda Anne Barkas, Dr Paul-Alan Armstrong and Garry Bishop

Universities have responded proactively to access agendas. Whether or not widening-participation, however, ensures fully inclusive practices is not quite as apparent. Drawing on the critical qualitative inquiry model of Denzin (2017) we have examined the discourse of 'inclusion' through the three themes of widening

participation, skills and employability. The poster highlights the findings from the first stage of our research which has explored the rhetoric of inclusion across these three themes. While it is clear that universities have undoubtedly 'widened their participation' it is not so clear that this has resulted in fair access to all. To illustrate this below is an extract from a vignette of a recent graduate and their lived experience:

'What I have struggled with whilst studying is staff assuming I'm up to speed. Some days it takes me 15 minutes to understand while other days it can take me up to 3 hours to understand the topic...This is why a conversation is easier to remember than a lecture but the opportunity to engage with a subject in this way is restricted. Dyslexia does impact everyone differently; however, in my experience not many people are aware of how to help me overcome my barriers. (Participant A).

Saturday 28th October, 1.00-3.00 pm **Presentations happening in Hawke Building Level 5**

Symposium: Paradoxes in inclusive education: a necessary condition? - Associate Professor Lise Claiborne, Dr Tim Corcoran, Dr Ben Whitburn and Dr Jenene Burke

Life's paradoxes are present across the varied landscapes we traverse in education and serve as formidable barriers in attempts to secure ethical consistency in practice. For instance, dominant cycles of knowing/being are well ensconced in modern societies decreeing first principles about life and human nature seeking universal application. Those interested in breaking these cycles and their impact in education would do well to examine how their own activities align to values they themselves commit to. Such prospective activity must take stock of prevailing conditions, recognise these are not about to go anywhere anytime soon, and move to build upon preferred, already existing traditions as resources to actualisation. In sum, and to paraphrase Richard Rorty (1999), every theory is already ontological and epistemological practice, lending form to cycles of knowing/being. Do educational researchers perform due diligence with the ways in which available theory works for or against what they hold to be fundamental in practice? This symposium investigates the presence of potential paradoxes as these apply in contemporary inclusive education. In particular, we scrutinise the role theory plays in processes of, and struggles around, governance and regulation in inclusive education.

Saturday 28th October, 1.00-3.00 pm **Presentations happening in Sir George Kingston, Level 4, Room 30**

Progress towards an inclusive education for children and young people with disability in Australia - Stephanie Gotlib

This presentation will focus upon variable experiences of children and young people with disabilities across Australian education jurisdictions. There have been numerous inquiries into and reviews of education for students with disabilities in the past decade and it is clear that children and young people with disabilities continue to experience exclusion on a daily basis. In the meantime, education jurisdictions attempt to describe their practices and cultures as inclusive. This discussion will address the inherent ableism in the structures and cultures of Australian education and suggest an agenda for reform.

Symposium: From aspiration to participation in higher education: Social capital and the capacity to aspire as key factors in the experience of under-represented groups - Professor Jenny Gore, Dr Leanne Fray, Sally Patfield and Dr Adam Lloyd

Despite substantial work to address enduring disadvantages to accessing higher education, both 'quantitative' and 'qualitative' differences exist in the groups who enter university (Whitty, Hayton & Tang, 2015). Research has identified the key role played by an individual's social capital in overcoming these challenges. Presentations within this symposium draw on Bourdieu's conceptualisation of social capital and Appadurai's

theory of the 'capacity to aspire' to examine how these factors influence individuals' aspirations for higher education. We focus, in particular, on how social capital and the capacity to aspire shape desires and plans for higher education of students from four specific target groups, namely low-SES students, Indigenous students, students who are first-in-family, and those from rural and remote communities. Each of these papers draws from a large body of data, which includes surveys of more than 6,000 students and focus groups involving more than 500 students, collected as part of an ARC Linkage project conducted in NSW government schools (2012-2015). Within the symposium, we argue for a more nuanced approach to university outreach that takes account of student diversity and specific career aspirations if 'quantitative' and 'qualitative' gains in equity are to be realized. Furthermore, we argue that targeted equity initiatives should reach beyond the classroom and include improved access to information for students, their parents/carers, their schools, and their community.

Saturday 28th October, 1.00-3.00 pm

Presentations happening in Hawke Building Level 6, Room 3

Educational Quality of Life: a framework for answering the questions of inclusive education of students with disability - Dr Rhonda Faragher

The concept of Quality of Life has a long history within the field of Intellectual Development, being used as a framework for theory, policy and practice for many decades (Brown, Schalock, & Brown, 2009). A recent development of the field has been the application to education (Faragher & Van Ommen, 2017). The conceptualisation of Educational Quality of Life (EQOL) maybe new but it is a development that has emerged from a long history of concern for the learner.

This presentation will introduce participants to the concept of EQOL and demonstrate its emergence from the broader field of QOL following a process similar to the evolution of Family Quality of Life. The framework consists of Principles, Domains and Indicators. These three parts provide lenses through which to analyse the educational quality of life of a student. Three examples will be used to investigate the efficacy of the framework to explore current questions and problems in the field of inclusive education: 1. Suitability of studying secondary school mathematics for students with intellectual disabilities; 2. Establishing life skills in a digital age; and 3. Problems offered by participants at the presentation. Exploration of possibilities for further use of the EQOL framework in ascertaining the school experience of students with disabilities will be proposed with a view to improving student wellbeing for all.

Symposium: Education for All: The Australia Awards South and West Asia Experience - Professor Suzanne Carrington (Australia) Chair; Mrs. Fathima Maheeza (Sri Lanka); Mr Ugyen Namgay (Bhutan); Dr Sunita Maleku Amatya (Nepal) and Mr. Mohamad Hammad

The Australian Government's Strategy for strengthening disability-inclusive development in Australia's Aid Program reaffirms Australia's commitment to supporting people with disabilities in developing countries to improve the quality of their lives and inclusive education is a key priority within this Strategy. This symposium will report on the Regional Alumni Workshop titled 'Education for All', for Alumni of the Australia Awards South and West Asia Program (November 2016). Some 42 Australia Awards alumni from Afghanistan, Bangladesh, Bhutan, the Maldives, Nepal, Pakistan and Sri Lanka attended the three-day workshop in Kathmandu. This Symposia will report on the planning and implementation of the workshop that attracted a total of 325 applications. The Symposia will include presentations from Australian Awards Alumni involving country representatives from Sri Lanka, Bhutan, and Nepal, reporting on their progress towards achieving more inclusive education and would cover the following topics:

- Bhutan: Inclusive education in schools (culture, policy, and practice)
- Nepal: Socially-inclusive education practices
- Sri Lanka: Disability- inclusive education practices.

The Chair will close with a short discussion about how the Workshop facilitated new skills, knowledge and professional networks and talk about the contribution to the inclusive education sector. The Chair will facilitate a Q & A discussion.

Saturday 28th October, 1.00-3.00 pm

Presentations happening in Sir George Kingston, Level 5, Room 24

Conceptualising play and inclusion through barriers to learning and learning portals framework - Amy Cloughton

There is an abundance of research that addresses play and its importance to children, yet a paucity of research that addresses the importance of play for children with disability. This presentation explores the access and impact of play based learning in a special school. It examines inclusive teaching approaches and how they can empower children's play and learning.

This research draws on a critical ethnographic study that was run over a 10-week period. Embracing the Mosaic Approach (Clark, 2005), data were collected through observations, photos and interviews from parents, teachers and children. Analysed through a disability studies lens, where disability is seen as a social construction, data is investigated with reference to structural, environmental and attitudinal barriers to participation. Initial findings from the study indicate powerful interactions between children within play based learning activities. These results signify the complex nature of play and the individuality of each child.

Reframing the traditional focus on barriers that impede participation and engagement, the author has developed the Learning Portals Framework (LPF) that identifies attitudes and practice that empower learning. The analysis gives greater weight to identity and self-worth than previous clinical analyses of play and learning.

Beginner Teacher Preparedness for Inclusion in New Zealand - Sophia Attwood

The exclusion of students with disabilities is a social justice issue that persists in New Zealand despite efforts to establish a fully inclusive education system. Although there has been some research into the teaching of inclusive practice in initial teacher education (ITE) in New Zealand, little research examining beginner teachers' feelings of preparedness for inclusion has been undertaken. This study captured beginner, secondary school teachers' experiences of their ITE and its role in preparing them for inclusive practice. Personal factors that contribute to beginner teachers' capability and confidence are also examined. Phase one involved delivering an online questionnaire to all secondary schools in the country. Phase two involved conducting four follow-up interviews exploring salient findings from the questionnaire. Sixty-five teachers from across New Zealand responded. Eighty-four percent felt their ITE did little or nothing to help them develop their knowledge of legislation and policy as it relates to inclusion. Sixty-five percent felt that their ITE did little or nothing to help them develop their knowledge of supports available for students. Seventy-three percent had little to no experience teaching students with disabilities on practicum. Teachers' sense of preparedness to include learners varied significantly according to their personal connection with a person with a disability. Several key themes emerged including retrospectively identified learning gaps in: inter-professional collaboration; knowledge of legislation, policy and human rights; and designing high quality learning experiences.

The Architecture of Initial Teacher Education: Teacher Constructions Framed in a By-gone Era? - Tracy Dayman

My presentation is based on my qualitative PhD research project, which investigates the role that ITE plays in supporting student teachers in inclusion and inclusive pedagogy. My research is underpinned by a social constructionist epistemology, framed within a case study and employs narrative inquiry and discourse theory as the key theoretical framework. Data methods included semi-structured interviews with individual teacher educators and two focus groups. The first focus group included student teachers (ST) who were studying to become early childhood education (ECE) teachers in the field-based ITE programme. The second group consisted of past (ECE) student teachers (PST) from the same ITE provider. Other data methods included a reflective teacher journal and document analysis.

In this presentation I explore themes from my data analysis and consider the on-going pursuit of inclusive education in which diverse ways of knowing, being and doing are valued and met in the Aotearoa New Zealand

ECE context. Within my presentation I consider two key ideas, the first is how teachers are constructed within the organisational structures of ITE. I argue that traditional constructions of who can teach are present within the requirements of the approval, review and monitoring documentation (Education Council New Zealand (ECNZ), 2010). Secondly, I consider initial constructions that research participants held and described about who could become a qualified teacher in ECE and the evolving nature of these beliefs during the interview.

In using governmentality as a tool of analysis, I explore the way language is used to perpetuate traditional beliefs about teaching as a profession and the 'spin' (Gilles, 2008) created that alludes to strengthening cultural competence and inclusive (special) education while maintaining the status of monolingualism. Finally, I consider insights from the interview data analysis in which the benefits of a bicultural approach to teaching and learning and diverse approaches employed by different teacher educators are described. I consider the potential for change offered by these insights particularly in relation to traditional constructions of who can teach and the architecture of ITE.

Do I belong in the profession? The cost of fitting in as a preservice teacher - Dr Loraine McKay

Preservice teachers enter university with a range of background experiences and therefore a range of personally held beliefs and views related to inclusive education and themselves as educators. In this study an arts-based approach was used to examine how preservice teachers perceive diversity and themselves as inclusive educators in the final year of their degree. Data included a metaphorical representation of being an inclusive educator, followed by semi structured interviews post professional experience in schools. The use of collage and a structured written response as a means of reflection (Simmons & Daley, 2013) on how preservice teachers see themselves as an inclusive educator complements the data set. The presentation focuses on the experiences of one preservice teacher using Evelein & Korthagen's (2015) model of reflection. Dissonance between the layers that separate core qualities of the teacher and the environment are examined to discuss how these experiences inform the preservice teacher's emerging identity as an inclusive educator.

Saturday 28th October, 1.00-3.00 pm

Presentations happening in Hawke Building Level 6, Room 12

Emerging from the Shadows: Developing a Culture of Literacy in Rural Secondary Schools - Dr Bethany Rice

The challenges of rural schools are often overshadowed by that of their urban counterparts. We often hear about the crisis in urban education, but the voices of rural students are mere whispers in the larger conversation. With regards to literacy, rural, working class schools present a unique challenge to educators and policy makers alike. These schools are particularly impacted by the prevailing attitudes of the larger community and parental values, which often place greater value on the workforce, than on advancing in school. Working outside of school is therefore often given priority over assignments and non-sports related activities (Carrington & Luke, 1997). How do rural schools create a culture to read?

What does a culture of literacy look like in this environment? Study results denote four prominent factors in establishing and maintaining a strong culture: school-wide literacy, classroom literacy, literacy integration, and literacy environment. The data also identified four phases for literacy-based change: vision, preparation, implementation, and evaluation. Together, the prominent factors and the process for change, allowed the school to transform its reputation and identity. The research indicated that the aforementioned process may be essential in creating and sustaining a culture of literacy, particularly in secondary schools.

Evaluating the effectiveness of the World Voice program on inclusive education - Sin Kuen Fung, Cheng Sanyin, Eria Li Ping Ying, Gao Feng Zhan, Luan Xingchang

The present research aims to evaluate the effectiveness of the World Voice program on inclusive education. The World Voice program involves the approach of musical training and activity for classroom inclusion. Primary school teachers are encouraged and trained to use singing as a pedagogical tool to enhance pupils' learning across subjects. In the present research, a total of 15 teachers (Group A) from 8 primary schools participated in this program. Classroom observations, teacher interviews, and questionnaire surveys on teacher efficacy and attitude towards inclusive education were conducted at pre-, mid-way and post-training stages. One comparison group of 45 teachers (Group B) teaching the same group of students from the

participating schools was recruited for comparison. From the survey, the positive changes of the teachers' concerns, efficacy, attitudes, and intention about inclusive education in participating teachers were noted. From classroom observations and teacher interviews, students' greater level of engagement, increasing confidence, higher motivation and learning enhancement were identified and reported. It was evident that the singing and musical activities were beneficial to the learning of all students, including students with special educational needs. The presentation will further discuss the significance, limitations, and implications of the World Voice program.

Youth mentoring for social justice and inclusion of low-socioeconomic Chinese migrant students: interrogating mentor-protégé relationships - Assistant Professor Margaret Lo

In the past decade, there has been a dramatic increase in newly arrived children and cross-boundary students from Mainland China in Hong Kong schools. A youth mentoring programme was organised in a high-poverty, low-ranking secondary school in Hong Kong with a large population of Chinese migrant children. The youth mentoring programme was part of a service-learning course aimed at developing Hong Kong undergraduate student-teachers' critical inclusive pedagogies. During the course, student-teachers mentored Chinese migrant students on a one-to-one basis whilst attending a university-based course on youth mentoring. This critical qualitative study explores mentors' and protégés' experiences and meanings of poverty, academic marginalisation and migrant identities. Student-teachers' narrative reflections on their mentoring experiences, interviews with protégés about their experiences of the mentoring programme, and field notes of excursions, meetings and classes during the course were analysed discursively. Discourses in different data sources were juxtaposed to bring to the foreground the shifting and negotiated identities of mentor and protégé, the complexities involved in mentors' advocating for their protégé, and how these were shaped by the mentoring programme and schooling in Hong Kong, provoking interrogations of and insights into youth mentoring, service learning, and teacher education for social justice and inclusion.

Inclusive practices v 1:1 'support' - Lynne Rutherford and Leanne Coveney

Our Inclusion Agency work commenced in July 2016, working with educators in child care, family day care and outside school hours care. Often inclusion of children with additional rights is seen as a burden or imposition. This is influenced by prevailing attitudes to children with additional rights and assumptions based on diagnoses. Families and children are faced with a number of exclusionary practices and decisions. These can be based on fear of the unknown or previous experience rather than a child's current context and abilities. Often from diagnosis, the focus is on what a child cannot do rather than what they can. Over the years, reliance on funding to employ an additional educator has become common. In some cases, this supports the child's regular educators to be thoughtful and deliberate in their inclusion practices. Unfortunately, sometimes this funding is used to provide 1:1 'shadowing'. When this is used as a strategy it does not strengthen a child's genuine inclusion nor improve educators' capacity over time. We will share a case study of our strategies and processes which focus on children's rights, including the impact of bringing peers together in facilitated Interest Hubs to share professional conversations to enrich inclusion practice.

CPS works so why didn't I use it: Resource Teacher support for inclusive teaching practices - Dr Joanne Walker

Data-based collaborative-problem-solving (CPS) between teachers and Resource Teachers (RTs) can be effective in promoting inclusive practice. RTs were envisaged as change agents who would build school and teacher capability to achieve successful outcomes for students with learning and/or behavioural difficulties. Previous research acknowledged the major contribution that school-based consultants could play in facilitating change in classrooms. It also noted the lack of valid studies involving teachers and the challenges in researching the complexities of consultation, particularly the collaborative aspects.

This presentation is based on an investigation into why some RTs, who could use the CPS approach in one school, failed to use it in another. It draws on data provided by five RTs, twelve teachers and ten senior school leaders across ten schools. This research was designed to gain an understanding of their viewpoints, perceptions and the practical realities of implementing a CPS inclusive model. Analysis of interviews, rating scale data, RT and teacher case records, revealed enabling factors and barriers to effective CPS process and outcomes. The complexities are illustrated through vignettes and reports of contrasting student cases for each RT: one where the RT intended to use the CPS model but instead focused on student deficits and withdrawal

strategies, and a second case, where the RT used the CPS model to work jointly with a teacher on a class-based intervention suited to the referred child's needs.

Findings suggest that, after graduating from the professional development programme, RT were able to transfer their collaborative problem solving (CPS) skills to foster inclusive practices amongst the teachers they mentored in some contexts. Professional relationships between RTs and teachers and the extent of teacher engagement were key factors in the use or otherwise of inclusive practices and improvements for students.

Saturday 28th October, 3.30-5.00 pm **Presentations happening in Hawke Building Level 5**

Symposium: Educational and social disadvantage: the experience of seriously sick kids missing school - Sian Jackson, Gina Meyers, Megan Jackson and Megan Gilmour

MissingSchool is a parent advocacy group established by three mums when they discovered a shared experience of their seriously sick kids being invisible in their schools – the kids' need for education and connection being ignored. MissingSchool is working towards a goal of no longer needing to exist because the education and social disadvantage these children face has been replaced with systemised support. Around Australia an estimated 60,000 kids with serious illness or injury remain at home or in hospital, watching from the sidelines and missing school. The number may be twice that, but no one knows because no one is counting them. Many of their siblings miss school too. Sick kids can miss days and weeks, months and even years. The evidence tells us there can be severe consequences from missing school. Academic achievement hindered, relationships with peers and teachers disrupted, motivation and engagement diminished. Isolation from the school community and peer group can have profound lifelong effects on social and emotional wellbeing, and upset productive capacity in adulthood. Disconnection adds to the pain of a sometimes-insurmountable burden of illness. THEY fight hard. WE need to make sure the fight is worth it, and work together to support these kids.

Saturday 28th October, 3.30-5.00 pm **Presentations happening in Sir George Kingston, Level 4, Room 30**

A Bunch of Mates - The glue for social connection in high school for a teenager with disability - Jan Kruger

The teenage years are difficult, add disability to the mix and it proves even harder. During the teenage years kids find themselves searching for their 'tribe'; who they are; where they belong and for that elusive best friend. This presentation will look at what one family have done to intentionally build social connection for their son with disability rather than exclusively relying on their children's school to support social connection. The majority of schools struggle with how to best support students with social inclusion. With the ever-increasing administration burdens placed on teachers this seems to negatively impact on teachers' capacity to invest in social inclusion for students with disability. Jan Kruger appreciates the struggles of teenage-hood as a parent of four children aged 15 - 21. Her youngest child, Jack, is 15. Jack holds many attributes as well as having an intellectual disability. Like all of us, Jack also yearns for meaningful relationships. When Jack was in year 5, Jan and her husband took warning from other families where their children with disability had experienced isolation and loneliness in their teenage years. This led to Jan and her husband taking matters into their own hands to set up a Bunch of Mates. A Bunch of Mates involves the intentional building of relationships around a student who might be vulnerable because of disability. They are based on an understanding of the importance of relationships in our life and our need to belong and contribute in the community. A Bunch of Mates involves a group of selected students that are invited to come together through friendship. There is a focus on shared interests and increasing opportunities for relationships to grow. The Bunch of Mates gather in the school with the clear intention of getting together outside of school in the morning, afternoons, evenings and on weekends. This presentation will explain how the family set up a Bunch of Mates for their son, Jack; what happened over a three-year period; the benefits and how this initiative has been taken up by other families with the support of Imagine More.

What are the barriers to a student with disability completing a Higher Degree by Research (HDR) qualification at an Australian University? - Peter Smith

This presentation outlines the barriers that have been described by HDR students with disability who have been interviewed to date. The issues identified have been unpacked using post-modernist theory to perform a critical reflection on each of the issues highlighted in this project. Some of the issues are common to all HDR students, because of the researcher's experience of disability, he has been able to use his experience and his capacity to reflect critically to highlight the special significance of these issues to students with disability. The issues identified come from one of four areas these being: a. historical attitudes towards disability; b. hidden disability; c. supervision of students; d. the attitude of the HDR student.

The presentation will also identify the support services accessed by these students; methods used to maintain the motivation required to complete their HDR qualification; and lists services they would like the university to provide to help address the needs of HDR students with disability. The interviews conducted to date have identified some key findings. These will be described along with recommendations to address the needs of HDR students with disability. The presentation will give a summary of the relevant literature, describe the critical ethnographic methodology for the study and the research methods to be used.

Inclusive education: establishing a common language between policies, system priorities, and educational service provision - Sam Brain and Julia Talbott

Systems have strived to implement policies and services which increase inclusive outcomes for students, and do so in a sustainable manner. In this presentation, we aim to discuss the themes in the field of inclusive education, and highlight the ways in which, analytical tools, pre-existing and developed frameworks, and academic partnerships, have been brought to bear on these problems. The UNCRPD, DDA and DSE are three policy instruments, which drive national and state obligations to cater for the needs of students with disability. Guided by these instruments, inclusive education policy has made and continues to make significant headway, however real barriers each system faces are skills, attitudes, resources and institutionalised practices. In addition, modern schooling systems (while differing in their relative focuses) have all articulated a focus on autonomy, accountability and control. In this presentation, two instruments to describe the relationship between policy requirements, system setting, and inclusive practice are outlined: The Nationally Consistent Collection of Data, and the International Classification of Functioning. Potential future applications for both frameworks in the Australian context are outlined.

Saturday 28th October, 3.30-5.00 pm

Presentations happening in Hawke Building Level 6, Room 3

Informal and fearless learning: A child's gaze on inclusive practices - Associate Professor Roseanna Bourke

Learning defined for the sole purpose of 'schooling' and then artificially measured as an outcome, creates barriers for potential opportunity for change. Decisions around what is to be learned within a school context are typically influenced by curriculum imperatives and teacher interpretation of accountability for school reporting bodies. For children who require additional support, the question of 'who decides' their learning is often taken out of their hands and minds. Even a student voice agenda, a powerful tool to determine children's point of learning, is juxtaposed with policy imperatives or assessment requirements that learning must be measured. Contrast this with decisions children make about their own informal and everyday learning. Children in their everyday lives make decisions about their learning often to challenge, scare or be fearless in their own learning. Such learning become the child's own measure of inclusive practices. This paper reports on an aspect of a larger study on informal, and one that explored students' experiences of informal learning. Understanding learning, including everyday informal learning, requires an understanding of these 'everyday learners' for equity in education to be realized. Children challenged by cultural, disability, institutional or policy practices are often fearless learners in their everyday lives.

Creating a Culture of Inclusion: The power of one child's voice bringing richness to learning for all - Christina Lipitkas and Lyndsay Healy

This presentation follows our journey over the past 18 months in recognising that in our attempt to include a particular child with additional rights, Tasman, so he can participate in learning, he and his family have been the ones leading our kindergarten community in how to develop a physical and human environment that is inclusion ready for all children regardless of ability. Through reflective processes and opportunities for professional dialogue, educators have been able to challenge their image of the child to recognise each child's individual competencies and capabilities within a strength based perspective. Working with children from a strengths based model enables each person to participate and contribute to learning experiences from their own unique capacities, weaving a rich tapestry of multiple voices and languages that become the stimulus for driving an inclusive curriculum and recognition of the value of diversity.

Advocacy for Tasman has involved working in a collaborative partnership between his family and educators to proactively counteract the social stigma that surrounds disability through multiple strategies. This included open communication about Tasman's inclusion and intentionally positioning Tasman as a leader within the kindergarten community to redirect focus on Tasman's strengths and abilities. Through these strategies, we have been able to demonstrate an image of a capable and competent child with a strong sense of agency, rich in potential.

Children's talk, diversity and silencing: Are we underestimating the language competence of children in 'disadvantaged' communities? - Associate Professor Susan Nichols and Ms Therese Lovett

Children in the early years of school often begin their education by learning about the five Ls: hands in laps, eyes looking, ears listening and lips locked. This regulation is believed to increase children's access to teacher instructional talk and has received a boost with the latest drive for explicit teaching, representing a return to traditional teacher-centred transmission pedagogy. With disparities in literacy achievement between children from low SES and mid to high SES families, it is argued that there is an even more compelling case to be made for explicit teaching in the early years. Along with this, levelled readers regulate children's access to printed language in keeping with the presumed need to work within each child's 'instructional level'. The project reported here is a response to this climate of restriction. It aims to extend the vocabularies of children in two so-called 'disadvantaged' schools beyond the limited set of words that are required of them as beginning print decoders. One early finding is already challenging beliefs about low SES children's linguistic competence. Based on tests of receptive and expressive vocabulary, some children's word knowledge is well beyond what many educators would predict. Using a child-centred approach to testing (playing a 'new word game' and eliciting children's natural talk), has enabled us to elicit children's own definitions of challenging words as well as to gather information about the contexts within which children are building their word knowledge. These contexts feature out-of-school activities much more than they do classroom activities and include gaming, media viewing, family recreation and shared reading. In terms of inclusive education, this raises questions as to how strong regulation of children's participation in class may be contributing to misrecognition of the linguistic competence of children, particularly those in 'disadvantaged' and culturally diverse communities.

Saturday 28th October, 3.30-5.00 pm

Presentations happening in Sir George Kingston, Level 5, Room 24

Testing the relationships between self-perceptions of academic competence and career goal-setting with a sample of SEN students: The mediating role of meaning in life - Sin Kuen Fung, Yang Lan, Gao Fengzhan and Bao Han

Starting from the 2014/2015 school year, the Hong Kong Government has provided about HKD500,000 to secondary schools to facilitate school-based implementation of career planning education. It is anticipated that career planning education would produce positive effects on students' career planning and lifelong learning. However, in a recent survey on career by Hong Kong Clerical and Professional Employees General Union (HKCPEG, 2017) with a sample of 1006 secondary students, the results showed that nearly 40% of students reported they are lack of career goals and feel uncertain about meaning in life. The present study

extended existing research to students with special educational needs (SEN) in Hong Kong. The focus was on testing the relationships between SEN students' perceived academic competence across school subjects and their setting of career goals. Students' self-reported meaning in life was also assessed and tested as a mediator between academic competence and career goal-setting. Participants were 207 students across ten SEN types from ten secondary schools. The results showed meaning in life is a stronger predictor ($\beta=.47$) of SEN students' career goal-setting controlling for academic competence ($\beta=.28$). In addition, based on this data set from SEN students, 38% variance of career goal-setting can be explained by meaning in life and academic competence. A partial mediating role of meaning in life was also found between academic competence and career goal-setting. Taking account of the recent study by HKCPEG (2017), findings of this study call for much more attention to presence of meaning in life among students. Apart from enhancing students' academic performance and academic competence in schooling, researchers and practitioners need to know more about what makes students' life meaningful to help effective designs of interventions targeting at helping students set career goals and generate rich meanings of life.

What exactly is 'differentiation' and why is it so poorly understood? A systematic review - Professor Linda Graham, Juliet Davis & Dr Ilektra Spandagou

Since the late 1990s, many researchers – including Carol Ann Tomlinson – have promoted differentiation as a means of supporting individual learners in diverse classrooms. More recently, however, differentiation has been criticised for impossibly burdening teachers, lowering expectations of students, and 'watering down' curriculum. Given this is not the intent of differentiation; the primary objective of this systematic review was to investigate the current state of research on differentiation, with a particular focus on conceptualisation. Searches were undertaken in A+ Education, Academic Search Elite, Education Source, ERIC, Proquest Education Database, Proquest Social Science Database and PsychInfo from January 1999 to February 2017 for studies with the terms 'differentiat*' and 'school' within title and abstract. The searches identified 1002 records. Manual removal of 551 duplicates left a total of 451 records, which were screened following PRISMA guidelines and according to explicit inclusion/exclusion criteria. More than half (53.25%) of the records excluded at this stage were not empirical. Another 40.65% of records were excluded because they were not related to school education or included only adult participants. One hundred and ninety-five (N=195) peer-reviewed, empirical full-text articles that were published in English and focusing on primary and/or secondary school education were included in the final review. In the final review stage, we divided these 195 articles into two groups: (1) articles that conceptualised differentiation in a way that was compatible with Tomlinson's (1999) definition, and (2) articles that did not. In this presentation, we present the results of this systematic literature review, describe the features of the research in each of the two groups, and discuss the implications of this definitional minefield for inclusive practice and the support of students with disability.

Saturday 28th October, 3.30-5.00 pm

Presentations happening in Hawke Building Level 6, Room 12

Building "Heartware" for Inclusion through Teacher Education - Associate Professor Levan Lim

Over the past decade, Singapore has made unprecedented strides in its efforts to promote the inclusion and rights of persons with disabilities within mainstream society. A survey conducted in 2016, however, found that while 7 out of 10 Singaporeans support the idea of inclusion, only 3 in 10 agree that Singapore is an inclusive society for children with special needs. On top of that, only 1 in 10 Singaporeans expressed confidence in interacting with children with special needs. Among parents surveyed, only half (50%) are comfortable with having their own children placed next to a child with special needs in the classroom, and 64% believe Singaporeans are willing to share public spaces but not interact with the special needs community (Lien Foundation, 2016). A survey of 1,000 persons with disabilities found that 62% of them did not feel they were socially included, accepted or given opportunities to achieve their potential (Tai, 2016).

These findings are disappointing in light of the vast amount of attention and effort Singapore has invested over the past decade through policies, education, campaigns, infrastructural improvements (e.g., public transportation), greater supports to include students with disabilities within mainstream schools, and several masterplans to chart the roadmap towards an inclusive society for people with disabilities. Singapore also

ratified the United Nations Convention on the Rights of Persons with Disabilities in July, 2013. While Singapore has made significant improvements to its systemic “hardware” through policy and resource developments to promote an inclusive society for persons with disabilities, how can greater progress be achieved in cultivating the “heartware” of inclusiveness within people? This presentation describes how teacher education at the National Institute of Education (NIE) in Singapore is facilitating the development of inclusive “heartware” within trainees enrolled in the Diploma in Special Education (DISE) programme offered by the Early Childhood & Special Needs Education Academic Group at NIE. The DISE programme educates and trains both teachers working in special education schools and Allied Educators (Learning and Behavioural Support) who are support personnel for students with special needs in mainstream schools. Trainees are intentionally engaged in the inward-focused forms of self-inquiry and reflection such as clarifying their personal values, beliefs, assumptions, and meanings related to disability. They are provided the scaffolding to explore their own biographies about relating to disability and inclusion, and the sources of influence on how they have been socialized to think about and relate to disability within Singaporean society. As the trainees grow in their awareness and learn to interrogate deeper systemic and societal conditions that affected the opportunities and participation of Singaporeans with disabilities, what resonates on a personal level is the influence of the larger social context and their own meaning-making on the (re)construction of their own individual attitudes towards disability.

Collaborative Professional Development to Help Teachers Enact Critical Literacy in Hong Kong TESL Classrooms: Problems, Politics and Possibilities - Assistant Professor Cheri Chan and Assistant Professor Margaret Lo

Critical literacy (CL) is grounded in Freire’s (1970) vision for enacting an educational practice that emancipates and empowers children by engaging them to problematise structural inequalities reproduced in everyday texts. In recent years, Hong Kong has seen increasing social and political tensions. This change has implications for language teacher education. TESL preparation needs to prepare teachers who understand how their work responds to the changing needs of students in the 21st century and can contribute to social justice. This paper reports on a two-year teacher professional development project incorporating CL principles into the English language curriculum in secondary schools. The authors were consultants to the Government’s Native English Teacher Scheme, who worked with TESL teachers in schools. The set-up of the project made the context of professional development highly complex. Naturalistic data were analysed using social discourse analysis to unpack the tensions the participants grappled with while engaged in CL. Issues including concerns about selecting teaching content, teaching strategies and assessment practices will be discussed. Drawing on the framework proposed by Lewison et al (2002) for analysing CL practices in classrooms, the authors examine to what extent the collaboration process developed a practice that genuinely reflected the principles of CL.

Looking for the good: How might the utilization of Appreciative Inquiry as a research tool yield hopeful possibility for the education of all students? - Dr Gill Rutherford

Pete Seeger, folk musician and social activist, believed that “The key to the future of the world is finding the optimistic stories and letting them be known” (Pareles, 2014). This presentation draws upon eclectic sources to outline the development of a study that utilises Appreciative Inquiry (AI) to share examples of the ‘good’ in education. The proposed research focuses on an ‘optimistic’ story, in which a student’s transfer to a new school resulted in their having opportunities to reveal and further develop their competence. The paucity of such opportunities in the student’s former schooling sparked a need to understand possible reasons for such a transformation of this student’s identity and capacity for learning. The study will explore the student’s experiences as well as the values, beliefs, pedagogical practices and experiences of educators, support staff and parents involved in enacting this student’s right to education. Sharing examples of what is possible in terms of ‘who’s in’ can serve as a powerful counter to exclusive (‘who’s out’) thinking and practices that are entrenched in ‘special needs-ism’ (Rutherford, 2016). Underpinned by beliefs that there is good in every group/organisation, and that we move in the direction of what we focus upon, AI may play a part in bringing about change for the good for all students.

The Inclusive Education summit 2017

Sunday 29th October

Sunday 29th October, 9.30-12.10
Presentations happening in Hawke Building Level 5

Keynote: Professor Lani Florian

Ideas That Work: The Inclusive Pedagogical Approach in Action

Improving education quality and raising learning outcomes are central to the global education agenda. The United Nations Sustainable Development Goals (SDGs) address this concern specifically in SDG 4 by calling upon education systems to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) affirms the rights-based nature of inclusive education by specifying that 'persons with disabilities receive the support required, within the general education system, to facilitate their effective education' (UN, 2006, Article 24 §1). While the availability of specialized support is an important aspect of an inclusive education, there are questions about how this support can be provided without perpetuating the problems of exclusion that are created when some students are identified as having difficulties in learning. This keynote identifies some key problems with traditional approaches to additional support and argues that a shift in thinking about how support is provided can open-up new possibilities for practice. Some examples of how this shift in thinking can change practice are provided.

Why inclusive education falters - Associate Professor Elizabeth Walton

Various explanations are given for the non-implementation of inclusive education. These include inadequate teacher education, lack of resources, negative attitudes towards disability, and the 'policy-practice gap'. This paper takes a different turn and, using Bernstein's (2000) concept of classification, suggests that the challenge to achieve more inclusive education is more fundamental than this.

The argument presented is that inclusive education represents a vision of education premised on weakening the insulation between and within the categories of 'ordinary' and 'special' when applied to schools, children, teachers and teaching. When inclusive education is mapped onto strongly classified education systems, and where (invisible) power works to sustain the insulation of categories, we should not be surprised to find limited, superficial and distorted instantiations of inclusive education. The case of South Africa is used here as an exemplar. I suggest that there is a need to identify the workings of power that sustain and reproduce insulation between categories; a need to acknowledge the identities that classification constructs and work with the 'psychic defences' that individuals build to sustain categories; and develop ways of working inclusively within the constraints of strongly classified systems.

How to sustain inclusive activity beyond good intent - Professor Patricia O'Brien and Tanya Riches

The Centre for Disability Studies supports people with intellectual disability to gain voice through both inclusive education and inclusive research activities. Two projects will be presented discussing how people with intellectual disability have respectively taken ownership over being and becoming university students as part of the uni 2 beyond project and also as co-researcher members of the CDS Inclusive Research Network. Although on face value both initiatives reflect full and effective participation in inclusive activities, their sustainability requires a strengthening of infrastructure both social and financial to combat their precariousness. The presentation will illustrate how their fragility has arisen from dependency on the winning of competitive grants, philanthropy and what Standing (2014) calls "bureaucratic benevolence." In relation to inclusive education within university settings for students with intellectual disability the following six elements will be discussed: need for a fully inclusive model; government funding to cover equivalent full time places; flexible university entry policy; accreditation of courses that recognize learning styles of students with intellectual disability; full university status providing access to all university support services; full graduation ceremony participation; and positive discrimination within university disability policies.

Sunday 29th October 10.40 am-12.10pm

Presentations happening in Sir George Kingston, Level 4, Room 30

Symposium: Inclusive post-secondary education: models, outcomes and beyond.

People with Intellectual Disabilities Included within a University Setting: A Framework for Success

Jemima MacDonald, Jessica Buhne, Friederike Gadow

The UN Convention on the Rights of Persons with Disabilities calls for moving from the rhetoric of social inclusion into practice. Article 24 (Education) protects the right of persons with disabilities to education; with a view to realising this right without discrimination through equal opportunity.

Currently in Australia, the inclusion of people with intellectual disability into mainstream primary and secondary schooling is becoming a somewhat more common experience, however, the leap into tertiary level inclusion is a new frontier. Universities are beginning to shift paradigms to include people with intellectual disabilities on their campuses. The literature distinguishes three models of educational opportunities for people with intellectual disabilities at the tertiary level: the fully inclusive, the hybrid and the separate model. uni 2 beyond is an Australian example of an initiative working towards a fully inclusive model. uni 2 beyond is one of two inclusive education initiatives available in Australia for adults with intellectual disability who want to experience university life.

The presentation focuses on the framework that uni 2 beyond has developed and successfully implemented within the University of Sydney campus. This framework has seen 25 adults with intellectual disability engage in university life through attending lecturers and tutorials of their choice, joining clubs and societies, and develop peer-to-peer relationships with university students.

Separate models run the risk of generating inclusion that is merely locational. Principles of full inclusion need to be informed by a moral perspective, an understanding of the social model of disability, as well as an evidence base on best practice and related outcomes. There is gap in what currently exists for people with intellectual disability to experience inclusive tertiary education in Australia. This must be recognised so that more opportunities for true inclusion can become available across Australia.

The inclusive university practicum placement experience for a student with intellectual disability: An Australian case study - Dr Fiona Rillotta, Lorraine Lindsay, Pammi Raghavendra

The Up the Hill Project (UTHP), established in 1999, is one of only two inclusive post-secondary education programs for students with intellectual disability at Australian universities. Based on the inclusive individual support model of post-secondary education (Hart et al., 2006), students are supported by peer mentors to audit university topics over three years. Peer mentors help facilitate social inclusion within the university community. Typically, students audit theoretical topics with Lectures and Tutorials on campus, and practicum field placements have not been considered. This is potentially because of perceived risks and negotiating additional support needs with external placement agencies. This belief is contrary to UTHP's social inclusion philosophy, and the right to access general tertiary education on an equal basis with others under the UN Convention on the Rights of Persons with Disabilities.

In 2016, for the first time, an UTHP student was supported to undertake an 80-hour practicum placement, over 12 weeks, similar to that required of human service degree students. The placement involved supporting students at a local secondary special education school. The student also completed requirements of a practicum such as a portfolio, performance review meetings, and assessments.

This is one of the first studies specifically exploring an inclusive practicum placement experience for a student with intellectual disability at the tertiary level. Given that Australia's National Disability Insurance Scheme (NDIS) aims to help people with disability achieve their goals, which may include education (NDIS, 2016), an evidence-base is needed to ensure the success of students with intellectual disability at Australian Universities. The aims of this research were: to gain the student's voice of her experience of the practicum placement, and to explore the perspectives and experiences of others involved with facilitating and supporting the practicum placement.

Descriptive case study methodology was used. The six participants were: the student, her mother, two peer mentors, the Practicum Coordinator, and the Practicum Supervisor at the secondary school. Interviews were used to gather information about experiences, benefits, challenges, and areas for improvement. Thematic analysis was used to analyse the data. We found that: all participants expressed that the placement was an authentic experience where the UTHP student felt like 'any other student'; initial concerns were alleviated by good preparation; communication and collaboration with all stakeholders including family was vital; the characteristics of the student and the mentors impacted on the overall positive experience; further opportunities for rapport building between the student and mentors in the initial stages of the placement would have been beneficial to ensure clarity. The student explained that undertaking the practicum was helping her to achieve her goals and dreams of working with people with disabilities. An UTHP student placement manual was produced to inform future practicum placements.

This paper provides preliminary evidence, from a student and stakeholder perspective, about processes to facilitate and support a successful practicum placement for students with intellectual disability. Results can be used to inform future inclusive practicum placement experiences for university students with intellectual disability.

Learning together: University Students with Intellectual Disability Collaborating with Education Students - Dr Michelle Bonati, Jemima MacDonald & Friederike Gadow

The aim of this research is to examine how university students with and without intellectual disability collaborate during inclusive service-learning. Opportunities for individuals with intellectual disabilities to access and participate in tertiary education have increased in the past few decades, with programs seeking innovative approaches to meet students' learning and social needs. Education students enrolled in pre-service teacher programs also need to develop skills in collaboration and an understanding of inclusive educational practices. Service-learning is an innovative teaching method that connects curriculum to community service. While engaging in service-learning, students with and without intellectual disability have the opportunity to collaborate to address their respective learning goals. The ways in which collaborative relationships form may be indicative the extent to which students with an intellectual disability are included in the university learning environment.

Ten adults with intellectual disabilities and 50 preservice teachers collaborated in small groups on service-learning projects, with the aim of providing hands-on experiences related to the students' curriculum, while meeting an identified community need. An inductive, qualitative approach was employed to analyse 18 reflection videos created across two semesters by the participants. Each video was coded for meaning related to collaboration. Triangulation across the participants was used during analysis.

Within these videos, the participants documented their experiences implementing the service-learning project and reflected on the project's impact on meeting learning objectives and addressing the identified community needs. Themes regarding related to facilitation of collaboration and those related to hindering collaboration among the students emerged. Themes related to facilitation of collaboration included: presenting equal relationships, having a common goal, and sharing resources and responsibilities. Themes related to hindering collaborating included: the student with intellectual disability being identified as separate from the group, overly focused on supporting the student with an intellectual disability, and preservice teacher perceiving their role as facilitators of learning. Video clips and photos will be shown during the presentation that illustrates the indicators of these themes.

The findings from this research project provide evidence regarding how adults with intellectual disabilities and preservice teachers in one tertiary service-learning program perceive their collaborative relationships during inclusive service-learning. When implementing inclusive service-learning that involves students with and without intellectual disability, the purpose of the project and the roles and expectations of each of group of students should be made explicit. Students with and without intellectual disability may need additional support to develop effective collaboration skills. Additional implications for inclusive service-learning implementation will be discussed. These include a discussion of practical strategies to prepare all students involved to collaborate effectively.

Sunday 29th October 10.40 am-12.10pm

Presentations happening in Hawke Building Level 6, Room 3

Mainstreaming Children with Special Educational Needs (SEN) and Girl Child in Schools in Pakistan - Dr Kausar Waqar

Inclusive education (IE) ensures that ALL children are included in educational process. Disenfranchisement is present for girl child and children with special educational needs (SEN). Literacy rate in Pakistan for girls is 47%, highly skewed towards boys. 1.4 million Pakistani children are with SEN and denied access to education. This research study aimed at promoting 'Inclusion' in target community and schools focusing on SEN and gender issues, by bringing out of school girls with and without SEN, in mainstream Pakistani schools.

Baseline survey documented presence of out of school girl child and those with SEN in the target areas; and community perceptions on their education. Intervention included mobilizing community, establishing non-formal education setup for preparing identified girls for enrolment in schools, and provided teacher trainings. This abstract presents results of 'Baseline situation analysis', which used mixed (Quantitative and Qualitative) methods. Results show that in target community only 19% are currently attending schools. Nearly all with SEN are not enrolled in schools. Reasons include poverty, perceptions about who children are and their status in society especially girl child and children with SEN, low status of females in society and general apathy. Specific recommendations are made regarding successfully implemented community awareness campaigns.

Advocacy for Inclusive Education by Mothers of Children with Disabilities - Leanne Longfellow

This paper presents the perspectives of seven South Australian mothers regarding their advocacy for their children with disabilities to participate in education. Whilst current practice recognises the importance of all caregivers, this paper focuses on mothers as they largely do the caring work for children with disabilities and consequently are the ones most in contact with schools. However, sociological literature suggests that relationships between mothers and schools are problematic due to the bureaucratic processes that schools utilise resulting in professional dominance (Lai & Vadeboncoeur 2013), exclusion (Carpenter & Austin 2008), conflict, dissatisfaction and power struggles (Bacon-Causton-Theoharis 2013). Yet improving outcomes and inclusion for students with disabilities relies on developing constructive relationships with mothers. The inclusion of students with disabilities within education is an ideal upheld by law, but there are significant variations in this practice. Research has predominately explored difficulties with inclusion by focussing on deficits within the child rather than examining socio-cultural attitudes and supports. This deficit ideology tends to justify educational inequality. Disability is equated with vulnerability, passivity, lack of agency, social barriers, marginalization and systemic exclusion (Manago, Davis & Goar 2017). Mothers of children with disabilities perceive themselves to share their child's stigma and ostracism (Blum 2007) nevertheless, they are required to play a significant role in their child's education. This role draws on resources of cultural, physical and economic capital creating differentiation in terms of their ability to engage with schools and compromising the aim of inclusive education.

Challenges in Implementing Vocational Training: Young People with Autism Spectrum Disorder (ASD) in Malaysia - Tang Poh Thin, Associate Professor Lise Claiborne, Dr Cheryl Cockburn-Wootten

Young people with Autism Spectrum Disorder (ASD) are increasingly displaced and excluded from society. Inclusive education offers an important framework for these people. Studies highlight the importance of transitions from schooling to employment for them. However, this particular issue has not been explored in the Malaysian context. A postmodern narrative paradigm was adopted with qualitative data collection tools. The individuals for the study were selected based on direct experience of ASD. Critical case and purposeful sampling techniques were used to recruit and interview five cases of parents, school teachers, NASOM teachers in the vocational training area and 16 to 18 years old young people with ASD. The cultural and social differences of my participants were considered in this field. Narrative inquiry was used for the fieldwork methodology. This methodology appeals to teachers and teacher educators (Clandinin, Pushor & Orr, 2007) and the narrative paradigm has often been applied in the disability field. During the interviews, the participants identified languages, concentration, repetition, attendance, financial, attraction and behavioural challenges as some of the primary challenges in the implementation of vocational training. This paper also discusses implications for policy and practice in Malaysia for young people with ASD who face challenges upon leaving school for employment.

Sunday 29th October 10.40 am-12.10pm

Presentations happening in Sir George Kingston, Level 5, Room 24

Symposium: Clinging to the Centre: The Critical Role of Parent Leadership and Advocacy in Pursuing and Maintaining Inclusive Education - Dr Lisa Bridle (Chair), Rebecca Murphy, Rohan Murphy, Dr Glenys Mann

Inclusion of students with disability within local neighbourhood schools within Australia is not a new phenomenon but has been around for more than 40 years. Despite the UN Convention on the Rights of Persons with Disability; clear evidence that educational and social outcomes are better in inclusive settings; and legislation and policies favouring inclusion; there remain multiple barriers to accessing and maintaining successful enrolment in the regular school. Parents have over many decades been witness to the systemic failures within the education system while also being at the forefront of systemic advocacy and collective action for more inclusive schools.

This session will draw upon family narratives and the perspectives of long-term parent advocates to scrutinize the barriers to full implementation of inclusive education. It will describe ongoing efforts to build and strengthen parent advocacy at both the individual family and systems level. Through collaborative storytelling and opportunity for discussion, the session will prompt conversation on the phases of parent advocacy, how parent advocacy may be strengthened, and the distinctive contribution of families to broad collective action for change. This session will argue strongly that investment in the advocacy skills and leadership

frameworks of family members is a decisive factor in resisting marginalisation and segregation of students with disability and fostering inclusion. It will describe how these investments have made a difference for students like Rohan who will contribute his own story through prose, poetry and video footage.

Sunday 29th October 10.40 am-12.10pm

Presentations happening in Hawke Building Level 6, Room 12

“Everybody brings something different to the table”: Inclusive participation in early childhood education - Kate McAnelly and Michael Gaffney

This presentation reports on a project demonstrating how an early childhood community of practice could achieve citizenship for all. The research involved an ethnographic case study of one setting that revealed how teachers included all children. An analysis of the data revealed four themes as central to inclusive practices. Learner identity revealed how the community of practice supported a view of all children as competent learners and contributors with the potential to make a difference to the things that happened within the setting. Pedagogical approaches centred on the role of community members in conceiving the capability and rights of children and their whānau to co-construct participatory identities built on ability and potential. Contribution and belonging was underpinned by notions of inclusive education as a fundamental human right, meaningful involvement of whānau, and engagement in democratic dialogue and decision making. Lastly, the environment as the third teacher supported the sense of self by acknowledging different approaches to engagement, which includes acknowledging the environment as a sensory space in addition to more traditional understandings of indoor and outdoor environments. In conclusion the data provided a holistic understanding of what active participation and citizenship can look like in an inclusive early childhood setting.

Playing with or next to? The nuanced and complex play of children with impairments - Dr Jenene Burke and Amy Cloughton

This presentation examines play for children with impairments as a fundamental children’s activity, giving attention to the children’s shared construction of their play-worlds. Typically, children with impairments are portrayed as incompetent, unskilled or deficient in their play, while non-impaired children are regarded as competent players, who play in ‘normal’ ways. Scant consideration is afforded to the idea that children with impairments might contribute to the development of the skills, competencies or values of their non-impaired peers or can enrich shared play experiences.

The ‘social model of childhood disability’ provides scope to understand the culturally constructed play-worlds of children with impairments. Within this framework children are essentially social, relational beings who interact with each other and with their environments in the construction of multiple social realities. This presentation presents evidence from two ethnographic studies that examine children with impairments at play. The first study examines children’s photographic scrapbooks and the researcher’s own observations of children’s play in a naturalistic playground setting. The second study examines a small group of children involved in play-based learning in a special education setting. The authors provide examples of children with impairments at play to demonstrate how children can work together to create meaningful play interactions.

Teachers with impairments: In or out of the teaching profession? - Dr Jenene Burke

Teachers identified as having impairments have been described as immensely marginalised even within the broader population of teachers from traditionally marginalised groups. Socio-cultural attitudes are seen to negatively impact on access and achievement in education for those identified as having impairments. Within an inclusive school culture, it is acknowledged that everyone is in, however the academic literature on inclusive education focuses primarily on the inclusion of students in schools, and rarely on teachers. There are a number of compelling reasons for the inclusion of teachers with impairments in the profession. In Australia, the benefits of teacher diversity have been largely ignored. New screening barriers and more stringent teacher education entry requirements threaten to discourage and disadvantage those with impairments who might wish to enter the profession. This presentation will comprise a review of academic literature to examine the important roles that teachers with impairments can play in contemporary schooling. Further, drawing on a social model of disability theoretical perspective, the presenter will argue that universities should do not overlook recruiting pre-service teachers diagnosed with impairments and that schooling systems must address negative attitudes and institutional barriers that are confronted by teachers who are identified as having an impairment.

Sunday 29th October 1.00-3.00pm

Presentations happening in Hawke Building Level 5

Symposium: Pedagogies for Justice

Eco justice and Science Teacher Education - Dr Kathryn Paige and Dr David Lloyd

The aim of this paper is to provide an overview of how science/environmental learning can be enacted in order to contribute to students' understanding of, and commitment to, living for a sustainable world. The challenge is to see science and environmental learning within a critical transdisciplinary learning and acting framework. Such an approach values equally the human and the other than human (plants and other animals) who live on an amazing planet with rich but finite resources. High-income countries such as Australia currently use 4 - 6 Planets' worth of biocapacity to sustain our way of life. Clearly this is unsustainable, and we need to transition swiftly to living within planetary boundaries (Steffan et al 2015) and from an ethical perspective, share health, wellbeing and quality of life more equably. This agenda needs to be centre stage in education and in particular science and environmental education which provides the knowledge background, and we argue, also the development of the affective and behavioural dispositions for students to act. We live in what Raskin et al (2002) calls a period of accelerating history – from the planetary phase to an unknown time which will be fashioned by our vision of the future and our willingness to steer towards it economically, culturally, technologically, socially and environmentally. Science and environmental education within a transdisciplinary/integral framework where curriculum and critical pedagogy theory is embedded in everyday practice will be needed to achieve this transition.

Seeing is (not) believing – film, pedagogy and critical literacy - Dr Dino Murtic

For some time and with a good reason, film and cultural studies argue that film art shapes the public consciousness. More than anything else, its 'parasitic nature', which feeds on other art forms, has given the film such privileged status. Influenced by this approach, film as a pedagogical tool has entered the classrooms across many levels education and became a potent tool as well as triggering moment for further discussion about particular subject matter. But the pure excitement of watching a movie and the consequent discussion triggered by its fable are not enough. To fully embrace its aesthetic, influence and power, teachers and their students should examine a film through contextual lenses. An interpretation of a film that is framed within its historical context, with an emphasis on its (im)possible illuminating substance, is a critical literacy framework and pedagogy that could enable students to question the hegemonic discourse and eventually participate in the creation of society where the signifier just is not a cliché but rather a norm.

Including the 'Aborigine' as Curriculum Outsider - Professor Lester-Irabinna Rigney

The 'planned curriculum' involves that knowledge which is important to bring about change. 'Enacted curriculum' is how the curriculum is implemented. A common problem in Aboriginal Education is that many curriculum documents have gathered dust on shelves, because they were never implemented or were enacted haphazardly. The new Australian Curriculum preamble claims the main intervention goal is to 'close the gap' in learning outcomes between Aboriginal students and their non-Aboriginal peers – but is this actually so? Given the unacceptable and consistent patterns of appalling education inequality, it is astonishing that, over the last decade, Australian curriculum dialogue has failed to engage with research on enacted curriculum: how teachers implement Aboriginal content in classrooms? Current research shows the gaps of Aboriginal disadvantage have not closed but are widening, which raises the question: Is there a direct effect between official curriculum and the enacted curriculum in Aboriginal Education? This paper will examine the scale and historical context of the equity gap for Aboriginal students through the lens of 'curriculum inequality' to explore possibilities for enacted curriculum. This paper will argue that there is no evidence in Aboriginal Education Theory that Aboriginal parents do not value education, or that schooling is not a priority. Its central focus is the investigation of scenarios to enact curriculum for improvement in Aboriginal Education. Evaluations of the National Curriculum by Aboriginal education theorists will be explored for enactment possibilities. Finally, enacted curriculum and the conundrums derived from the climate of government 'reform' will be analysed to promote discussion among teachers, principals and policy writers.

Educating the (racist) Australian nation - Associate Professor Robert Hattam

This paper takes up two ways of reading this title, and both are essential for educators committed to critical pedagogies against racism. The first reading offers a diagnosis of the Australian colonial project, understood here as a psycho-social malaise, and as political/pedagogical project with old and new formations. Racism here is a key strategy of colonisation. Unless we have an understanding of the nature of contemporary colonialism/racism then our educational efforts are likely to continue to fail. The logic of the Australian colonial project is understood here in terms of settler colonialism, understood variously by Australian cultural studies in terms of an Antipodean orientalism, an Australian colonial nausea, a border dis/order resulting from a white colonial paranoia, or paranoid nationalism, or an invasion complex. The paper also highlights some examples of public pedagogical work that continues to reiterate and constitute the (racist) Australian nation. Examples include:

- Claiming 'we' in the name of privileged insiders
- Narrowing the focus for our concern
- Dehumanising the 'Others'
- A Politics of Reiteration
- Suffering amnesia whilst privileging a history of the victors
- Undermining social movement struggles through derision
- Rigid binary thought (you are with us or against us claims to patriotism)
- Claiming religion as a rationale for one's prejudice
- Playing post-truth whilst desperately attempting to control the politics of one's own representation
- Working through affect (e.g. fear and anger)

What is certain, is the rampant conceptual confusion in the Australian public culture about racism as a phenomenon. Apart from the obvious absurdity of those advancing a colonial/racist agenda wanting to arbitrate, and in important ways to frame the debate on what constitutes racism, there are confusions evident in how 'race' and racism are discussed, even in some of the more 'intelligent' media, and also in the ways that 'race' and racism manifest in public policy. The second reading takes up the educational cause of anti-racism and presents a brief critique of attempts to develop anti-racism pedagogies in Australia. This section also maps briefly some frontiers of contemporary debates about antiracism pedagogies and specifically, that critical pedagogy is stuck in the limits of Enlightenment onto-epistemology in which racism is constitutive. Two lines of flight are developed: (i) some of the significant work of antiracism pedagogy happens on the 'terrain of affect'; and (ii) social analyses of the political/pedagogical project of Indigenous dissensus provides resources for rejuvenation of anti-racism pedagogies.

Pedagogies for justice and inclusion in health and Physical Education - Dr Alison Wrench and Robyne Garrett

Equity, student diversity and inclusion have long figured in Physical Education (PE) and more recently Health and physical Education (HPE) curriculum development in Australia and internationally. Translation of goals for HPE that is free from discrimination based on socially constructed categories and their intersections, into curriculum and pedagogical practices is neither straight forward or guaranteed. Of concern are structures, curriculum and pedagogies which support learning experiences framed by marginalisation, low-demand, less-privileging forms of knowledge, skills and corporeal understandings. Curriculum and pedagogical practices for improved educational outcomes, justice and inclusion in HPE are central to this paper. In attempting to understand the nature and meaning of HPE from the perspectives of marginalised students we first address socio-critical pedagogical orientations to HPE. In doing so we acknowledge the social construction of inequity and engage with Nancy Fraser's notions of justice. We next address cultural, educational and pedagogical considerations for students in relation to gender, disability, ethnicity, Indigeneity and body size. In conclusion we note the intersectionality of categories of marginalisation arguing for inclusive pedagogical practices founded in the life-worlds of students, which recognise and value the resources and cultural capital students bring to their schooling

Sunday 29th October 1.00-3.00pm
Presentations happening in Hawke Building Level 6, Room 12

Identifying obstacles and opportunities for inclusion in the school curriculum for children adopted from overseas: Developmental and social constructionist perspectives - Dr Tracey Sempowicz, Judith Howard, Mallihai Tambyah and Professor Suzanne Carrington

In Australia, teachers are expected to teach the diverse range of students in their classroom and this includes children who have been adopted from overseas who have experienced attachment disruption and complex trauma early in life. International research identifies the potential vulnerability of this minority group at school. However, teachers' backgrounds, knowledge and experience, as well as curriculum policies and practices in schools, may influence how teachers respond to the diverse needs of these children. This article reports on the school experiences of 15 intercountry adoptees and their families in Australia and considers how the Australian curriculum provides obstacles and opportunities for inclusive education. A multi-case study of 10 adoptive families draws on developmental and social constructionist perspectives to analyse the potential impact that some common curriculum units may have on these children's experience of school. This paper reports on two key findings. 1. The majority of intercountry adoptees in the study, adjusted to and experienced success at school, however, varying experiences of trauma (loss, grief, abuse, neglect, abandonment) have an ongoing impact on some children's school experience. 2. Common themes and units from the Australian Curriculum in English and History may provide obstacles and opportunities for inclusion. There is a need for greater awareness, understanding and sensitivity in teaching approach, as well as flexibility in teachers' professional agency and discretion in the selection of resources when responding to the educational needs of intercountry adoptees.

Mapping the everyday/every night work of teachers who are planning from the Australian Curriculum for students with disability - Jeanine Gallagher

The Australian Curriculum has a clear goal of equity and excellence for all school students. Students with disability have a moral and legal entitlement to access the Australian Curriculum requiring significant change in educational policy and practice. While the moral and legal obligations are evident, there is little practical guidance about how to support teachers to enact the significant cultural shift from traditional classroom planning practices towards equitable education practices that promote learning for all. This presentation reports on research that sought to understand how teachers negotiate the meaning of the Australian Curriculum texts in their everyday/everynight practices as they plan for equitable education for students with disability.

An in-depth investigation of the curriculum planning practices of four Queensland primary teachers was conducted using an institutional ethnographic approach (Smith, 2005). Several data maps were created with teachers to visually represent how these teachers navigated across 31 curriculum organising texts in their individual and classroom planning. Teachers identified three types of texts - education-authority, school-based and teacher-generated texts as coordinating and mediating their curriculum planning practices. It was evident that the preferred or ruling texts mediated the daily work of these four teachers. Local actions arising from using the texts contributed to maintaining the institutional status quo. The teachers valued teacher-generated texts as they had greater agency in the creation and enactment of these texts. Significantly it was another document created by the policy officers within the system that functioned as textual hub that simultaneously coordinated teacher actions, and limited the access of students with a disability to the Australian Curriculum.

The data maps and researcher analysis will be shared as a way for school leaders to understand the everyday/every night work of teachers, and how teacher practices are coordinated and mediated by texts. Teachers decide what is in, and what is left out when planning curriculum and learning sequences for their class. Unless they are paying astute attention to matters of equity as they make these decisions there is a risk of minimising student engagement with the depth and breadth of all of the dimensions of the Australian Curriculum. By understanding first, the complexity of the curriculum planning process and secondly, the

function of different types of texts, leaders can then support teachers more effectively to implement this vital policy change to enable students with disabilities to access their full learning entitlement.

Is teacher registration missing the mark in inclusive education? - Moya Elvey

As part of a registration renewal requirement, the Victorian Institute of Teaching (VIT), the regularly authority for teacher registration in Victoria, Australia, requires the participation of teachers in professional development training in special needs (VIT, 2017). Increasing teachers' understanding of a range of disabilities and providing educators with information on teaching strategies for some of our most vulnerable learners certainly appears to be a positive step in achieving improved outcomes for students. However, the emphasis that the renewal requirements place on 'special needs', on labelling students and developing strategies for some students, contrasts with current theories and research that support the implementation of inclusive approaches that neither marginalise or stigmatise students.

Drawing on literature and research from Australia and overseas on the implementation of inclusive pedagogies, this presentation reinforces the concept that educational inclusion relates to meeting the learning needs of all rather than some students. The presentation poses questions about a teacher education focus that gives prominence to 'special needs' rather than inclusive pedagogies and explores alternate pathways for teacher professional training in this area.

Defining the meaning and scope of the human right to inclusive education and the obligation of Governments to ensure an inclusive education system – Article 24 of the United Nations Convention on the Rights of Persons with Disabilities and General Comment No. 4 - Catia Malaquias

A worldwide commitment to inclusive education as a human right has emerged over the decades since around 1975. There have been many global statements and agreements but the main international human rights instruments on the matter are the United Nations Convention on the Rights of the Child and United Nations Convention on the Rights of Persons with Disabilities (CRPD), both ratified by Australia. Article 24 of the CRPD is particularly important. It contains the only legally binding expression in international human rights law, of the obligation of Governments to ensure an inclusive education system. However, in the decade since the CRPD was ratified, significant ambiguity as to what is meant by "inclusive education" complicated efforts to implement Article 24. On 26 August 2016 the UN Committee on the Rights of Persons with Disabilities adopted General Comment No. 4 to Article 24 to address these concerns and provide Governments with guidance on the meaning of "inclusive education" and the scope of their obligation to ensure an inclusive education system. This presentation explores Article 24 and General Comment No. 4 and the importance of ensuring that all work and advocacy in relation to inclusive education occurs within a framework of human rights.

Sunday 29th October 1.00-3.00pm

Presentations happening in Sir George Kingston, Level 5, Room 24

Autoethnography as Critical Reflective Practice: Themes in Teacher Candidate's Stories of Teaching and Learning - Dr Bethany Rice and Dr Aubry Threlkeld

To practice Inclusive Education, in the words of Anat Greenstein (2016), requires "understanding that both disability and education are political." Teacher candidates, however, do not come to their teacher preparation programs as blank slates. They hold beliefs developed without formal instruction (Vygotsky, 1978). These beliefs must be interrogated if we expect teacher candidates to learn about Inclusive Education and be open to continuous learning. Teacher preparation programs have to teach reflective practice while embedding discussion of pre-existing and developing political and social beliefs. One of the ways in which teacher preparation programs have taught reflective practice is through autoethnography (Dressman, 2006; Boyd, 2008); this is rooted in the tradition of teaching autobiography (Darling-Hammond & Bransford, 2005). The majority of autoethnographic research in education has focused on telling the stories rather than analysing them. Current research must analyse the stories together to acknowledge trends, and therefore consider the potentially significant role that autoethnography plays in developing a reflective practice. This study models this process through investigating: 1) How can autoethnography support the development of reflective

practice in teacher candidates? 2) In what ways do teacher candidates depict teaching and learning within their autoethnography? 3) How do these processes foster concern for inclusive education?

How much more can advocacy achieve in our quest for inclusive education? - Julie Phillips

In the last five years there have been more inquiries, reviews and research reports focusing on the rights of students with disabilities to be included equally in education, than ever before. Departments of Education have been in the glare of various spotlights shining a light upon practices that indicate not only a failure to grasp the most basic principles of inclusion, but of educational negligence and abuse in relation to children and young people with disabilities.

There is a constant stream of litigation on behalf of students with disabilities against departments of education and private schools. Evidence of brutal practices against students with disabilities including cages in classrooms in the ACT and in Victoria, seclusion rooms in Queensland, the continued use of martial arts trained personnel to instruct staff as to how to deal with behaviours of concern, continues. Students with disabilities continue to be refused full-time enrolment and access to extracurricular activities such as excursions and camps. advocacy data in Victoria provided to government as part of agency funding obligations reflect that education is the most significant area requiring advocacy intervention.

How can it be that with such overwhelming and public evidence of departments of education rejecting the inclusion of students (both through the literal banning of attendance, and the begrudging acceptance of them but refusal to educate them), that government has no appetite for change? While the failure to include students with a disability certainly occurs in independent schools, the majority of our children receive a public education, and indeed government is ostensibly, a role model for the rest of the community. Is the refusal to include students with disabilities simply part of the nationwide disinterest in people with disabilities as a whole? Is the inclusion of these students approached solely on the basis that such inclusion requires an expense that government is just not prepared to accept? Is the education of students with disabilities just too difficult, due to the ongoing inadequate training of teachers in disability/inclusion and the refusal to spend the money to bring the necessary expertise into the school to support them? Is it all of these things? Recent case studies indicate just how far we have to go in not only the inclusion of students with disabilities, but the understanding by teachers, principals and departments of education as to what inclusion actually means.

Feeling in or out? Students' perspectives on learning support at secondary school - Jude MacArthur, Vijaya Dharan and Dr Gill Rutherford

Students' perspectives on the support they receive for their learning at secondary school are rarely explored in the research, yet how students feel about these matters are central when it comes to providing equitable teaching and learning environments. This paper reports on students' classroom experiences and on their experiences of learning support in two New Zealand secondary schools. It considers students' perspectives on the processes, places and people involved in that support, and the challenges some face as they seek assistance with their learning. Students' unique perspectives provide a catalyst for re-examining existing practices and for bringing about transformative changes in schools that enhance learning. Interviews with students were conducted as the first step in an action research approach in which researchers and teachers will work within a community of practice to develop teaching approaches that are responsive to the perspectives and preferences of the students themselves. The project is contextualised within the Index for Inclusion (Booth & Ainscow, 2011); the New Zealand Disability Strategy; and the UN Convention on the Rights of Persons with Disabilities that guide schools to develop as inclusive communities.

Decolonising Educational Practice: Same-Sex Attracted and Gender Diverse Young People of Multicultural and Multifaith Backgrounds - Dr Maria Pallotta-Chiarolli

In 2016 I was commissioned to undertake research and provide a Full Report and Executive Summary of Recommendations to the Victorian Commissioner for Gender and Sexuality, Ro Allen, and the Equality Branch. The research project analysed the needs of same-sex attracted and gender diverse (SSAGD) young people of multicultural and multifaith (MCMF) backgrounds, and how these needs can be addressed by government, and by their cultural and religious communities. This paper will focus on the

experiences and perspectives of the young people and community leaders with the education sector. Through their insights, I discuss how schools can undertake social inclusion programming, resourcing and student welfare which supports students spanning the intersections, contestations and confluences of being multiply marginalized due to faith, culture, sexuality and gender. I also raise the concern that educational social cohesion policy and projects themselves may replicate exclusionary colonial practices toward these students and their families, and I address strategies of preventing this “exclusion by inclusion”.

Publication guidelines

TIES 2017 invites our delegates to consider a publishing opportunity for their presentation. An edited book in the Sense Publishers Series, Studies in Inclusive Education will be launched at next year's TIES. Dr Marnie Best, Dr Tim Corcoran and Prof Roger Slee will edit the book.

If you wish to submit a chapter for the book please send a chapter title and abstract to Dr Marnie Best at marnie.best@unisa.edu.au by December 1st, 2017. Chapters will not exceed 5,000 words (including references) and will be due by March 30th, 2018. The template for chapters is available at: <https://www.ulapland.fi/loader.aspx?id=1845bdd9-ef7e-4f80-9342-a0b7344a53e7>

The International Journal of Inclusive Education will be publishing a "special issue" entitled, Who's In? Who's Out? Inclusive Education at the Crossroads. This special issue invites contributors to TIES 2017 and others to consider contributing. The aim of the special issue is to critically consider the state of inclusive education in a world where the gap between privilege and disadvantage is growing, the dislocation of people through conflict and natural disasters is more common and education is largely organized according to an ethos of competitive individualism. This issue will be published in late 2018. The special issue will comprise 6 to 12 papers depending upon the level of interest. Papers will be subject to anonymous peer review according to the journal's requirements for scholarly contributions. Details of the journal's publishing style may be found at: <http://www.tandfonline.com/action/authorSubmission?journalCode=tied20&page=instructions>

Expressions of interest should be forwarded to Dr Marnie Best at marnie.best@unisa.edu.au by December 30th, 2017. Expressions of interest must comprise the title of the proposed journal paper, the names, affiliations and contact details for the author/s and an abstract that should not exceed 300 words.