

# Making *Inclusive* *Education*

# Happen

Ideas for  
Sustainable Change



**When and Where**  
**Te Papa, Wellington**  
**New Zealand**  
**28 - 30 September 2009**

This conference is co-hosted by

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Inclusive Education Action Group  
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# Making *Inclusive Education* Happen

*A conference to advance our understanding around ideas for sustainable change in the education of children with disabilities.*

## International Speakers

**Prof Suzanne Carrington** is a Professor and Head of the School of Learning and Professional Studies at Queensland University of Technology (QUT). She has published in national and international journals in the areas of inclusive culture, policy and practice, and teaching/professional development for inclusive education. Suzanne has a particular interest in school reform and development with a focus on student voice.

**Prof Roger Slee** is the Founding Editor of the International Journal of Inclusive Education and was formerly the editor of The Australian Disability Review. Having been a Dean of Education at universities in Australia, England and Canada he presently holds the Chair of Inclusive Education at the Institute of Education, University of London. Roger's most recent book is called *The Irregular School: Foundations and Futures of Inclusive Education*. He has worked on many international education projects in Kosovo, Montenegro, Canada, England, Australia, New Zealand, Singapore, Hong Kong, Indonesia and Greece. Formerly Roger was also Deputy Director General of the Queensland Ministry of Education where he was responsible for Strategic Policy, Curriculum and Workforce Development.

**Prof Tony Booth** is professor of inclusive and international education at Canterbury Christ Church University. He has been researching, teaching and writing about inclusion and exclusion for almost thirty years. His earliest work was as a school teacher and educational psychologist. He is the main author of the *Index for Inclusion*; developing learning and participation in schools, translated and adapted for use in forty countries. His recent work includes 'Improving schools, developing inclusion' with Mel Ainscow and Alan Dyson published by Routledge and 'Quality is not enough; the contribution of inclusive values to the development of Education for All' (with Birgit Dyssegaard) published by Danida.

## New Zealand Plenary Speakers

**Prof Keith Ballard** is Emeritus Professor of Education, University of Otago. He has a background as a primary teacher and educational psychologist. His publications include work with Lous Heshusius of York University, Toronto, on paradigm shift in education and social science research (From positivism to interpretivism and beyond, Teachers College Press, New York); classroom studies of academic and social learning; work with parents and with Te Roopu Manaaki i te Hunga Hauhau on disability advocacy (Disability, family, whānau and society, Dunmore Press); studies with teachers on inclusive education; and analysis of the role of ideology in issues of poverty, racism and social justice.

**Dr Jude MacArthur** is a part-time independent researcher based in Dunedin, working in the area of education and disability. Her research interests include the school experiences and identity of disabled children and young people, and the implications for schools. Jude's working life began in the classroom as a primary teacher, followed by a 14 year period at the University of Otago where her work as Lecturer in Education focused on inclusive education and disability issues. From 2000 to 2006 she was a senior researcher at the Donald Beasley Institute in Dunedin, where she worked on several research projects for the Ministry of Education. Jude is currently writing from a long-term research project funded by the Marsden Fund, and undertaken with Michael Gaffney (Children's Issues Centre, Dunedin), Dr. Berni Kelly (Queens University, Belfast) and Sarah Sharp (ex Donald Beasley Institute, Dunedin), entitled *Disabled and non-disabled children's construction of identity – the influence of school experiences*.

**Matt Frost** is proud to say he is a disabled person and an 'Aspie' (he has Asperger's Syndrome, a form of Autism.) He works as Policy and Information Researcher at CCS Disability Action in Wellington where he revels in a diverse range of work and uses skills learnt during an inclusive education to the full. He is also Chair of the New Zealand Autism Spectrum Disorder Implementation Advisory Group, a group charged with advising on the implementation of the Guideline and \$18 million dollars to support it. Matt is also on the National Executive Committee of the Disabled Persons' Assembly. He has also been lucky enough to go on disability related trips to Japan and the United Nations in New York. In his limited spare time he is completing a Post Graduate Diploma (showing that inclusive education is life long) and managing a Premier Cricket Side and being a member of the Committee of the Karori Park Sports Club.

## Monday 28th September 2009

- 8.00am** Registrations open
- 9.00am** Powhiri
- 9.30am** Opening Address  
Hon Dr Pita Sharples
- 10.00am** Leona Gitman – Te Aranga Award
- 10.15am** Morning Tea
- 10.45am** **Opening Plenary**  
**A Cheese-slicer by any Other Name?**  
Prof Roger Slee

The British satirist Denis Norden, who you may know from BBC radio panel shows like *My Word* and *My Music*, offers the rhetorical question: “What is a harp but an over-sized cheese-slicer with cultural pretensions?” In my address to this gathering of protagonists for inclusive cultures and practices across schools and their communities in New Zealand I will apply Norden’s forensic approach to describe continuing subterfuge in special education and education policy through their inclusive education pretensions. This will provide a backdrop for setting out an agenda for putting the public back into public education. This paper is a call for the development of new community alliances and networks to generate street-level education for the rudderless professions that steer the lives of our children.

### 11.45am – 12.45pm WORKSHOPS

Please choose 1 workshop grouping. Participants are requested to remain in their workshop grouping for the full session:

#### Grouping 1

- (a) **Inclusive is Elusive: Dwelling for Schooling**  
Mark & Chris Grantham

Born with cerebral palsy Mark began his schooling as an enlightened era of mainstream education was getting started. This presentation looks at how it was, how it could have been and what can be learned.

- (b) **Who Asked the Autistic Students?**  
Hilary Stace

This presentation will present examples of autistic people considering the subject of education.

#### Grouping 2

- (a) **Inclusion of Voices of Students in Moral Education: A Malaysian Experience**  
Vishalache Balakrishnan

This paper looks at the participation of school students in the development and implementation of a moral education curriculum.

- (b) **Girls as Change Agents**  
Kaprie Thoronka

Gender expectations and norms can shape life opportunities. In Sierra Leone, these norms can foster a range of adverse social and health outcomes. Teachers are key to better educational outcomes and a safer, more supportive school experience.

#### Grouping 3

- 3 **Just a Teacher Aide? Part of the Problem or Part of the Solution to Educational Inequities?**  
Dr Gill Rutherford

This presentation focuses on the role of teacher aides as mediators of inclusion in their work with disabled students and teachers.

#### Grouping 4

- (a) **It Is No Use Preaching to the Converted**  
Wendy Neilson

The importance of including physical education as part of the inclusive education classroom.

- (b) **Using Mindfulness to Slow Down in Order to Speed Up Progress For Children with Special Needs**  
Ross Bernay

This paper explores current research on the effects of mindfulness practice in early childhood, primary and secondary classrooms.

#### Grouping 5

- 5 **Student Voice and Engagement in School Reform for More Inclusive Education**  
Prof Suzanne Carrington

This presentation will report on a range of projects that have engaged students in processes of review and development for more inclusive schools.

#### Grouping 6

- 6 **Children and Youth Parallel Workshop**  
Facilitators Bev Grammer, Cindy Johns

This workshop operates as a symposium. Young people registered in this stream will continue to participate in the workshop for the duration of the conference.

### 12.45pm Lunch

### 1.45pm - 3.15pm WORKSHOPS

#### Grouping 7

- (a) **“Friends, Love & Money”: Youth and Inclusive Education**  
Mike Gourley, Alex Smith

Young New Zealanders tell us what it is like to be at school and to be a youth with a disability. Their experiences are contextualised by some popular theories on inclusive education in the compulsory school sector.

- (b) **“Because We’re Friends...” Supporting Friendships between Disabled Children and their Classmates**

Jane Lyle

This paper will explore the important links between home, school (as the second most important environment for children) and community to support children’s friendships.

- (c) **Family Definition of Inclusion**  
Helen Algar, Judith Hyslop

Partnership in practice. What works, and what doesn’t from a family perspective.

## Grouping 8

- (a) **Children’s Right to Have a Voice**  
Ally Attwell, Debbie Rickard

The aim of this workshop is to remove the barriers that many children with special needs encounter due to their difficulties with spoken language.

- (b) **I’m Just Not a Learning Disabilities Teacher Type Person: Regular Teachers’ Perspectives on Teaching Disabled Students and their Foundations in Key Values**  
Dr Jude MacArthur

Teachers’ perspectives on teaching disabled students and their underlying values; values in teacher education and professional development.

## Grouping 9

- 9 **We Are All Learners: Curriculum, Pedagogy and Assessment to Promote Belonging**  
Dr Missy Morton, Sue Molloy, Helen Moore, Geoff Moore, Libby Wycherley, Marion Bayley, Anne-Marie McIlroy, Annie Guerin, Leanne McDonnell, Judith Howard, Bridget Carter, Mary Dalzell

Parents, teachers and teacher-educators describe the development of an inclusive approach to primary and secondary school curriculum, pedagogy and assessment. The presentation describes a narrative approach to assessment, and includes what we learned about students, teachers, teaching and learning. We believe this is a sustainable approach that ensures meaningful participation for all.

## Grouping 10

- (a) **Kinds of Participation: Teacher and Special Education Perceptions and Practices of “Inclusion” in Early Childhood and Primary School Settings**  
Bernadette Macartney

Meanings of inclusive education and their effects on disabled children’s learning, contribution and participation.

- (b) **The Hidden Curriculum: It’s Impact on the Quality of Inclusion and Learning Experienced by Children With and Without Down Syndrome in Early Childhood Settings**  
Dr Christine Rietveld

This study describes some of the hidden barriers faced when children with and without disabilities interact and illustrates how early childhood educators might facilitate children’s cognitive and social processes.

- (c) **The Transition to School: Experiences of Parents of Young Children with a Disability**  
Prof Suzanne Carrington, Assoc Prof Donna Berthelsen, Assoc Prof Jan Nicholson, Dr Sue Walker

This presentation will report on a study that is investigating parental wellbeing and parents’ perceptions of the support provided as their young children with developmental disabilities make the transition to school. Results will be discussed in terms of the need for service providers to be responsive to individual family needs and how transition-to-school programmes can support families and children’s adjustment in the early school years.

## Grouping 11

- (a) **Learning about Inclusion by Listening to Māori**  
Dr Mere Berryman, Paul Woller

This paper draws on the perspectives of teachers and family members to explore understandings about inclusion for Māori students experiencing behavioural and learning difficulties.

- (b) **Māori Children Inhabit Classroom “Borderlands”**  
Dr Fleur Harris, Dr Baljit Kaur

This paper will present the ways in which the education system continues to co-construct deficit identities for Māori children through a critical engagement with educational measurement practices.

- (c) **Ngāti Kāpo o Aotearoa: Supporting Kāpo Māori Children and their Whānau at their Local School and in their Communities**  
Christine Cowan, Mere Courtis

Using story telling and case studies, this presentation will describe the past place of Kāpo Māori in New Zealand, the history and kaupapa of Ngāti Kāpo o Aotearoa and how Ngāti Kāpo directly support the inclusive education of Kāpo Māori children and all Māori children with a disability in New Zealand.

## Grouping 12

- 12 **Children and Youth Parallel Workshop Cont...**  
Facilitators Bev Grammer, Cindy Johns

This workshop operates as a symposium. Young people registered in this stream will continue to participate in the workshop for the duration of the conference.

**3.15pm Afternoon Tea**

**3.45pm Plenary Session**  
**'Inclusive Education: Forward to the Future'**  
**Human Rights, Disability Leadership, and**  
**Inclusive Education**  
**Matt Frost**

The 'Generation Y' generation of disabled students are the first who expect as of right to have an inclusive education. This keynote will explore this great development from the perspective of someone who has benefited from an inclusive education. It will explore the reasons for this paradigm shift both in policy and historical terms and outline the personal benefits of an inclusive education. It will also look at the evidence base which shows that an inclusive education is the desire of all students. The keynote will suggest that ensuring inclusive education for this and future generations of students will be key to furthering human rights and social justice and both the Conventions on the Rights of the Child and the Convention on the Rights of Persons with Disabilities, thus making for a more socially just and productive Aotearoa and world.

**6.00pm Cocktail Function**  
 Entertainment by Rented Strangers.

## Tuesday 29th September 2009

**9.00am Plenary Session**  
**An Inclusive Ethical Framework for Beginning Teachers**  
**Prof Suzanne Carrington**

This presentation will report on the QUT Faculty of Education's Service-learning Program within a core fourth-year unit on inclusive education. The aim of the program is to develop an inclusive ethical framework for beginning teachers that will inform their future teaching practice as well as their lives as citizens within their communities.

**10.00am Morning Tea**

**10.30am – 11.30am WORKSHOPS**

Please choose 1 workshop grouping. Participants are requested to remain in their workshop grouping for the full session:

**Grouping 13**

- (a) **My Journey to Adulthood**  
**Freedom Harrison**

Freedom will share her life story – from the battle to be allowed to attend kindy (without support) to total inclusion in a small Northland school, through to college, to returning to college to gain NCEA Level One, to transitioning out of school, to going flatting, to having a 21st party at the local pub, and to attending a training course with work experience.

- (b) **Coming Ready or Not - Are New Zealand Tertiary Institutions Ready for Those With Significant Impairments?**

Dr Stuart McLaren

Despite the enactment of legislation and promulgation of wide reaching policy documents and codes of practice, many of the provisions and best practice standards that have been presented remain to be implemented by post secondary education institutions.

**Grouping 14**

- 14 **70 Years of Growing Up Kāpo Māori: What Can NZ/Aotearoa Learn About Inclusive Education?**  
**Dr Nancy Higgins, Dr Hazel Phillips,**  
**Christine Cowan, Benita Wakefield**

The educational experiences of kāpo Māori children over the past 70 years at residential special schools, special units, and local schools have changed over time, but not necessarily for the better. This Health Research Council funded study examines what it is like to 'grow up kāpo Māori' and what it is like for their whānau, in regards to cultural health and well-being when interacting with the health and education systems.

**Grouping 15**

- (a) **Views From the Inside of How to Include All Children in Learning and Regular Classrooms**  
**Gwadabe Kurawa**

Inclusion is concerned with reducing barriers to learning and participation for all students. This paper discusses research findings that lead towards reducing such barriers to learning and participation for all students.

- (b) **Wellbeing for Children with a Disability in NZ: A Conceptual Framework. Outcomes or Outcast?**  
**Maree Kirk**

The concept of wellbeing may be perceived as similar for all children. However, it is the factors which influence wellbeing for children with a disability that are different.

**Grouping 16**

- (a) **The Development of Inclusive Education: Student Teachers' Perceptions**  
**Elizabeth Manins, Ann Hardie**

This paper considers how elements of pre-service teacher education promote the development of inclusive education.

- (b) **'I Was Confident About Teaching But SEN (Special Education Needs) Scared Me': Preparing New Teachers for Inclusion**  
**Dr Gill Richardson**

The paper reflects critically on the strategy of placing trainee teachers in special schools as a way to prepare them for inclusion and offers suggestions for teacher educators to consider as they prepare their trainees for our increasingly diverse classrooms.

## Grouping 17

- (a) **Transition to Secondary School – Are We All On The Same Wavelength?**

Pamela Higgins

This presentation will highlight findings that offer rich discussion material for schools, teachers and other education professionals involved in policy development and transition planning for children with learning support needs and their subsequent inclusion in life and learning at secondary school.

- (b) **“Presence, Participation & Learning Leading to Achievement” Sounds Like a Statement for Inclusion But What Does it Look Like in the Classroom?**

Michael Gaffney

This paper will provide an elaboration of the terms, ‘presence, participation and learning’ with a view to supporting students, teachers and families to evaluate daily classroom life.

## Grouping 18

- 18 **Children and Youth Parallel Workshop Cont...**

Facilitators Bev Grammer, Cindy Johns

This workshop operates as a symposium. Young people registered in this stream will continue to participate in the workshop for the duration of the conference.

## 11.30am - 12.30pm WORKSHOPS

### Grouping 19

- (a) **Finding a Path to Inclusion in Secondary School**

Don Brown, David Hill

This paper reports on the successful establishment of a positive behaviour support system in a secondary school where systemic change was developed to support the inclusion of students at risk of failure and suspension for non-compliant behaviour.

- (b) **Self-Assessment as a Process for Inclusion**

Roseanna Bourke, Mandia Mentis

When self-assessment is used as a process, in school and in life, and where the person is central to their learning and intentional about how they determine that learning, then inclusion and participating in learning belongs to the learner. Inclusion is understood and embedded in the learner’s own values, goals and aspirations.

### Grouping 20

- 20 **Engagement, Voice, Leadership, Autonomy: Grappling with the Millennial Generations’ Expectations of Student Power**

Dr Mary Keeffe

This paper seeks to explain a democratic process for the implementation of great student participation and student autonomy in changing school cultures. It will clarify the values that underpin concepts of student empowerment, student voice, student leadership and student autonomy. In particular, the democratic and participative components of

building school, along with a framework to introduce participative student autonomy will be described.

### Grouping 21

- 21 **Rights to Education: What is Happening for Disabled Students in New Zealand Schools?**

Alison Kearney

This presentation reports on the nature of school exclusion in relation to disabled students. A major finding of this study showed that disabled students are considered to be less entitled to human rights than non-disabled students.

### Grouping 22

- (a) **Inclusive Practices in Secondary Schools: The Role of the Learning Support Teacher**

Nicole Todd

This presentation suggests that a sub-culture of learning support, however informal or concealed, needs to be developed within secondary schools and that having a pivotal role in this sub-culture should be a major component of a support teacher’s inclusive practices.

- (b) **Enhancing Pre Service Teachers’ Belief in Their Ability to Meet Diverse Needs of All Learners: The Impact of Experience in Remote Aboriginal Community Schools**

Marguerite Maher

Initial Teacher Education aims to enhance beginning teachers’ ability to analyse, articulate and employ strategies that are likely to make them successful in meeting the individual needs of all students.

### Grouping 23

- 23 **Revising our Institutions; Drawing on ‘The Index for Inclusion’**

Prof Tony Booth

How are our education institutions being changed and developed? How can we have some control over the places in which we work? This workshop will draw on changes that are being made to the Index for Inclusion to share ideas about how we can intervene in our institutions to create inclusive development that will be sustained.

### Grouping 24

- 24 **Children and Youth Parallel Workshop Cont...**

Facilitators Bev Grammer, Cindy Johns

This workshop operates as a symposium. Young people registered in this stream will continue to participate in the workshop for the duration of the conference.

## 12.30pm Lunch

## 1.30pm - 3.00pm WORKSHOPS

### Grouping 25

- (a) ***My Personal Inclusive Education Journey (Ongoing) as a Parent***  
Julie Dent

What we mean when we talk about inclusive education combined with aspects of children's rights and ethical considerations.

- (b) ***Please Include my Child with Autism Spectrum Disorder***  
Assoc Prof Jill Bevan-Brown

In this study, parents described many different positive experiences that contributed to their children feeling valued and accepted. Generally these centred around children being accepted as friends by their peers; having accommodations made to enable inclusion in everyday and special activities; and being shown acceptance and kindness. The presentation will elaborate on parents' messages and discuss suggested strategies for including children with ASD.

- (c) ***My Story: Making it through Exclusive and Inclusive Education***  
Martine Abel

This presentation will take the form of sharing personal information with a focus on the following concepts:

- Independence, dependence, inter-dependence and co-dependence;
- Inclusion in the areas of academics and sport;
- Social integration, values and definitions/meaning of "inclusion";
- The UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and education.

### Grouping 26

- (a) ***Inclusion as Participation in a 'Community of Practice'***

Dr Janice Wearmouth, Dr Mere Berryman

This paper will discuss the concept of a 'community of practice' (Wenger, 1998) as a framework for reflecting on how groups in schools work and how individual students can be participating members of these groups and thus be 'included' or, indeed, be precluded from group membership. It will use this metaphor to exemplify what effective inclusion can look like in a range of settings in schools and to test its limits.

- (b) ***Collaborative Consultation to Promote Inclusion: Views from the Classroom***  
Charlotte Thomson

This presentation provides an in depth exploration of the practice of resource teachers, learning and behaviour and their professional interactions with the teachers with which they work.

- (c) ***Creating Inclusive Communities***  
Marguerite Vanderkolk

Parents and teachers who believe in inclusive education often spend enormous amounts of time and energy in isolation, trying to achieve inclusive schools. In many cases, they feel defeated because of resistance and change is slow or non-existent. How can teachers and parents create opportunities to increase engagement and commitment from others for the children they support?

### Grouping 27

- 27 ***Inclusive Education Reform in Bangladesh***  
Assoc Prof Joanne Deppeler, Tariq Ahsan, Umesh Sharma, Hosne Begum, Jahirul Mullick

This symposium addresses the current inclusive policy and the development of practices in relation to pre-service teacher education, professional development and leadership in schools in Bangladesh. Exploring alternatives to increase the capacity of schools and teachers to respond to inclusive education imperatives within Bangladesh schools.

### Grouping 28

- (a) ***"I'm a Mainstreamer" – One Family's Struggle Along the Hard Road of Inclusive Education***  
Duncan and Ian Armstrong

This presentation will describe Duncan's inclusive (and not so inclusive) education experiences and factors contributing to his success, barriers faced and strategies used to overcome barriers to inclusion. Duncan's struggle for an inclusive education is placed in the context of an education system and a society which is structurally exclusive.

- (b) ***Inclusive Post-Secondary Education: Inclusive Education Does Not End at High School***

Bruce Uditsky, Assoc Prof Anne Hughson

This presentation will illustrate the remarkable success stories from learning and belonging to finding meaningful employment. The experiences of parents, peers and faculty will be shared. Information will be provided on how to create and ensure quality inclusive post-secondary opportunities.

### Grouping 29

- (a) ***Stability in the Shaky Isles: Illusory Sensations of Inclusion***

Rod Wills, Dr Margaret McLean

This paper critically examines the role of training in education and human services to support the inclusion of disabled people in schools, community and society.

- (b) **Disability, Education and the New Human Rights: Can Tomorrow's Schools Continue to Shield Government From Claims of Discrimination Against Disabled Students?**  
Tony McGurk

This presentation examines whether New Zealand's current human rights legislation is adequate to protect the right of all disabled students to equal learning opportunities at their local primary or secondary school.

- (c) **School For All: Children's Right to an Inclusive Education**  
Assoc Prof Janis Carroll-Lind

The inclusion of children with disabilities is a matter of social justice. Children and young people have the same basic human rights that adults have, but as a vulnerable population group, children with disabilities have the added need for protection and promotion of their rights.

### Grouping 30

- 30 **Children and Youth Parallel Workshop Cont...**  
Facilitators Bev Grammer, Cindy Johns

This workshop operates as a symposium. Young people registered in this stream will continue to participate in the workshop for the duration of the conference.

### 2.45pm Afternoon Tea

- 3.15pm **Plenary Session**  
**Thinking in Another Way: Ideas for Sustainable Inclusion**  
Prof Keith Ballard

To change ideas requires that we change values and beliefs. This is a serious project requiring intensive examination of cultural meanings and of whose interests are served by present systems of power and influence.

## Wednesday 30th September 2009

- 9.00am **Plenary Session**  
**Developing Inclusion; Sustaining Life**  
Prof Tony Booth

This plenary will discuss a continuing attempt to refine the values that underlie inclusion and exclusion and what it means to put them into action within and beyond education. I will consider how widespread disagreement about such values is a major hindrance to inclusive development. I will ask whether a focus on rights is a help or a barrier to the cause of inclusion given the way they are espoused and breached with equal readiness. I will report on revisions to the 'Index for Inclusion' and the practical implications for the new version of adopting the value of 'sustainability'; for seeing schools as supporting rather than monopolising

education in communities; and by attempts to link interventions in education, health and social care. I will share the encouragement I continue to draw from the way colleagues around the world are sustained in their efforts to make inclusion happen.

### 10.00am Morning Tea

### 10.30am – 11.30am WORKSHOPS

Please choose 1 workshop grouping. Participants are requested to remain in their workshop grouping for the full session:

#### Grouping 31

- 31 **Let's Not Form a Committee (Slee, R. circa 2008)**  
Prof Roger Slee

Drawing on the experience, knowledge and skills of workshop participants, time and thought will be dedicated to:

- (i) Clarify the manifesto (unambiguous statement of aims);
- (ii) Build a repository of networks, ideas and resources to assist those working in schools, 'policy points', advocacy cells and teacher education providers to engage with educational exclusion rather than learn and recite the vocabulary of inclusion;
- (iii) Celebrating success and building infrastructure for the support and sustainability of individuals engaged in what Raymond Williams calls "the long revolution".

#### Grouping 32

- (a) **Inclusion, Our Journey to Find It**  
Andrea Ford

What inclusion means for a child, his family and the journey to find it. How a plan, a circle of support and a circle of friends has been the key. What is the role of the school as part of this journey?

- (b) **A Graduate's Experience of Being Fully Mainstreamed**  
Leon Prenter

This presentation shares experiences, both good and bad, of fully inclusive education, from primary, secondary, tertiary into work.

#### Grouping 33

- (a) **The Future of Special Schools in Inclusive Education**

Dr Garth Bennie, James Abernethy  
System Change and Paradigm Shifts in Special Education.

**(b) One Principal's Perspective: A Generation On**  
Mark Barratt

Since the changes to the Education Act we've now had a generation of disabled students who have attended mainstream schools. This is the story of one principal who has tried to lead four urban-based primary schools into becoming more inclusive and more caring.

**Grouping 34**

**34 Advancing Inclusive Education and 21st Century Learning Skills through the Arts**  
James Modrick, Geraldine Simonnet

This presentation examines the concept of inclusive education and shows how the arts have a major role to play in the overall process towards quality inclusive education.

**Group 35**

**(a) The World is Everybody's Playground**  
Chris Gunn, Andy Roche

This presentation will explore the implementation of the Halberg Trust's vision of "No Exceptions" in ensuring that New Zealand children are given an equal opportunity to be involved in sport and recreation.

**Group 36 Children and Youth Parallel Workshop Cont...**

Facilitators Bev Grammer, Cindy Johns

This workshop operates as a symposium. Young people registered in this stream will continue to participate in the workshop for the duration of the conference.

**11.30am Plenary Session**

**Sustaining Friendships, Relationships and Rights**  
Dr Jude MacArthur

Research that highlights disabled children's and young people's perspectives often describes their experiences of exclusion, isolation, loneliness, and bullying at school. Within this broader social context, students' rights to participate and learn well are at risk. Using examples from New Zealand research, this address explores the social experiences of disabled students within a rights-based framework, and with reference to the New Zealand Disability Strategy and the New Zealand Curriculum. The association of disability and disabled students with ideas about deviance and negative understandings of 'difference' is viewed as central to the issue of social exclusion at school. In contrast, it is suggested that schools will make progress towards inclusion when their broader socio-cultural contexts are influenced by inclusive values and an appreciation of disabled students' preferences to be viewed and treated as part of the group of all students.

**12.30pm Lunch**

**1.30pm Closing Plenary**  
**Young Peoples' Voice**

**2.30pm** Poroporoaki & Closure

## Poster Displays

Bay of Plenty Down Syndrome Association Inc.

People First New Zealand, Nga Tangata Tuatahi

Parent to Parent – highlighting Visual Communication Tools

Barrier Free NZ Trust

IHC – Our Stories

Halberg Trust

For more information on presentations visit

[www.imaginebetter.co.nz](http://www.imaginebetter.co.nz)

## **CONTACT DETAILS**

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# Making *Inclusive Education* Happen

**28th, 29th & 30th September 2009**  
**Te Papa, Wellington, New Zealand**

## REGISTRATION

Please complete the following

**Names** \_\_\_\_\_  
first last

**Name For Badge** \_\_\_\_\_

**Organisation** \_\_\_\_\_

**Postal Address** \_\_\_\_\_

**Phone** ( ) \_\_\_\_\_ **Fax** ( ) \_\_\_\_\_

**Email** \_\_\_\_\_

All persons planning to attend must register in advance.  
 Full registration includes: Powhiri, cocktails, lunches, morning & afternoon Teas, all sessions.

### FEES

All fees are in New Zealand dollars and are GST inclusive.

**Students 50% discount – limited to the first 20**

**Youth Stream no charge – limited to the first 15**

Early Bird Registrations \$560   
*Closes 22 August 2009*

Full Registration \$595   
*Closes 18 September 2009*

Registration per day \$200

Monday 28 September 2009 (includes cocktails)

Tuesday 29 September 2009

Wednesday 30 September 2009

Total Amount \$ \_\_\_\_\_ Receipt Req'd

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