The Inclusive Education Summit 2016 Programme Abstracts
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<td>12:30pm -</td>
<td>Keynote: Associate Professor Mere Berryman:</td>
<td><em>Equity and Belonging for Māori Secondary School Students in New Zealand</em></td>
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<td>Janinka Greenwood, Danielle O’Halloran &amp; Sharnali Tisi:</td>
<td><em>Symposium: Culture and inclusion: voices and place</em></td>
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<td>Gwen Gilmore &amp; Mat Jakobi:</td>
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<td>Janinka Greenwood, Danielle O’Halloran &amp; Sharnali Tisi:</td>
<td><em>Rethinking Teacher-citizen identities: teachers yarning with students in pre-service education.</em></td>
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<td>Reshoring &amp; Tising:</td>
<td><em>Interoception as a building block for belonging – connecting the self to connect to others.</em></td>
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<td>Emma Goodall &amp; team:</td>
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<td>Loraine McKay:</td>
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<td>Belonging while feeling excluded:</td>
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| 3:15pm - 3:45pm | Afternoon Tea                                                                                   | Anne Marie McIlroy, Heather Lear & Sarah Lear  
Symposium: Belonging – The New Zealand Curriculum and Life beyond school for three young disabled people and their families |
| 3:45pm - 5:30pm | Shil Bae: (Re)Imagining parenting with Incredible Years: Early years parenting as a site of governance in Aotearoa, New Zealand.  
Mel Wong: Is being gifted a curse? Stories from parents of gifted and twice-exceptional children about belonging in the education community.  
Olalekan Olagookun: Negotiating belonging, being and becoming: A case study of a student from an African refugee background.  
Thane Pullan: Technology, experiences and vision.  
Liana Aisyah & Missy Morton: Being a ‘Difabel’: An Indonesian disabled student’s stories about belonging. |
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<td><strong>Keynote: Associate Professor Umesh Sharma:</strong> Teaching Tom: Why me? I don't know how to do it.</td>
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<td>Gladys Ayaya:</td>
<td>Towards an inclusive education for all in South Africa: A review of the literature.</td>
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<td>Christine Rietveld:</td>
<td>Quality of ‘belonging’ and its relationship to learning: case studies of three new entrant children and a 12 year old with Down Syndrome.</td>
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<td>Julie White:</td>
<td>Belonging to the academy: How can PhD candidature become more inclusive?</td>
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<td>Afternoon Tea</td>
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<td>3:15pm - 4.45pm</td>
<td>Shane McInroe &amp; Kate McAnelly:</td>
<td>Nothing about me without me: revisiting the importance of valuing students with disabilities as experts on their own lives.</td>
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<td>Alison Attwell &amp; Debbie Rickard:</td>
<td>A New Zealand Sign of belonging.</td>
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<td>Maree Kirk:</td>
<td>How do we put Education policy to building inclusive schools for all students into classrooms? Belonging and social skills development in the classroom.</td>
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<td>Claire Stewart &amp; Trish Grant:</td>
<td>Belonging in families and the community of all children.</td>
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<td>Pam Higgins:</td>
<td>Primary-secondary transition time can be challenging for kids, families and teachers. So what helps?</td>
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<td>Emma Puloka:</td>
<td>What doesn’t belong: exploring science classes in Tonga.</td>
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<td>Tim Corcoran:</td>
<td>In the key of life: Music education in specialist schools.</td>
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<td>Annie Guerin:</td>
<td>Families belonging in school: Assessment that supports families as partners in their children’s learning.</td>
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<td>Henrietta Bollinger &amp; Hera Cook:</td>
<td>Inclusive education and the development of identity in young people living with disability.</td>
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<td>Book Launch Drinks and Nibbles</td>
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| 9.15am - 10.15am | **Keynote: Emeritus Professor Keith Ballard**  
*What happens next? Inclusion in an excluding world.* |             |               |             |
| 10:15am - 10:45am | Morning Tea    |             |               |             |
| 10.45am - 12.15pm | Fillipe Jitoko, George Saemane, Kiktione Ravulo, George Mael Toka, Laisiasa Merumer & Umesh Sharma:  
**Symposium: Nothing about us without us: Perspectives of people from the Pacific about inclusive education.** | Elga Andriana & David Evans:  
*“He can go back to special class if he wants.” Children’s voices on inclusive education practice in primary schools in Indonesia.*  
Wiliam Vidal:  
*Personal, social and institutional factors influencing success or failure of foreign students: A study of tertiary students at University of Canterbury.* |             |             |
<p>| 12:15pm - 1:00pm | Lunch          |             |               |             |</p>
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| 1:00pm - 2:00pm | Chrissie Butler:  
*Universal Design for Learning in Aotearoa New Zealand: a story teller’s perspective*  
Rod Wills:  
*Re-imaging disability for belonging: Community film and identity*  
Maria Flamisch & Rita Hoffman:  
*Whose shame is it, anyway? Contradictions of mainstreaming.*  
Rachel Noble:  
*Our story, our mission, our venture* |
| 2:00pm - 2:30pm | *Keynote Performance: A Different Light Theatre Company* |
| 2:30pm - 3:00pm | *Afternoon tea* |
| 3:00pm - 3:30pm | *Poroporoaki* |
Keynote Speakers

Emeritus Professor Keith Ballard – Keynote

Title: What happens next? Inclusion in an excluding world.
Type of presentation: Keynote

The invitation to write this paper asked me to consider some of the issues we might face in the next ten years. Looking into the future is at best a speculative task, so I have chosen issues that have so far proven to be especially resistant to inclusionary efforts. These warrant our ongoing concern because they are embedded in systems of power that have yet to be effectively challenged. I also want to ask what inclusion is and may become as we involve ourselves in the idea of inclusion as a social justice project. Who is this ‘we’ who do this work, and who says we can do this with or for others? What is it that we are to be included in? Belonging implies that there is something that we want or need to be a part of and so I will consider the ultimate exclusion of humanity itself as we damage our ecosystems and fail to act on climate change. The sixth extinction will include us all.

Associate Professor Mere Berryman – Keynote

Title: Equity and Belonging for Māori Secondary School Students in New Zealand

Abstract

For many students, equity and belonging is not their reality as education continues to underserve specific groups of clearly identifiable students (Organisation for Economic Co-operation and Development, 2013). For Māori students in New Zealand this is neither a recent phenomenon nor is it confined to education (Bishop & Glynn, 2003; Hunn, 1960). Achievement disparities, such as these continue to be consistently documented within schooling across the globe.

A mixed-methods approach presents evidence to explore the experiences of Māori students in two secondary school reform initiatives that were funded by New Zealand’s Ministry of Education.

These reform initiatives were undertaken end-on-end using an iterative, research and professional development model. The first results are a quantitative look from 2009 to 2013 when Phase 5 Te Kotahitanga (unity of purpose) schools were in their fourth year of an accelerated reform initiative (Alton-Lee, 2015). They show that equity is possible. The second results are a qualitative look from senior Māori students describing what success as Māori means to them. They come from Kia Eke Panuku (building from) in its second year of implementation in 94 secondary schools. In line with Ka Hikitia (to step up), the Māori education strategy (Ministry of Education, 2013), they tell what belonging can look like.
Teaching students with complex learning needs in inclusive classrooms is not easy. Often teachers find valid excuses not to teach a student like Tom whose learning needs are complex and difficult to address in inclusive classrooms. We have seen that teachers often get blamed for their inability to include learners with diverse learning needs. I argue that we cannot continue to blame teachers for their inability to include students with diverse and complex learning needs. It is time that teacher education programs took responsibility for failure of preparing our graduate teachers adequately to teach in inclusive classrooms. We cannot afford to continue to prepare teachers the way we have been doing for so long. We need to prepare teachers who truly believe in inclusive education (i.e. have a heart of inclusive teacher), have knowledge and skills to teach all learners irrespective of their differences (i.e. have head of an inclusive teacher), and have ability to practice truly inclusive practices (i.e. have hands of an inclusive teacher). In the keynote address, I will present a conceptual framework that can allow for the integration of head, heart and hands within teacher education programs. I will also share some reflections from programs in various countries where teachers have been prepared with their head, heart and hands to include everyone.
Liana Aisyah (Presenter)
Being a ‘Difabel’: An Indonesian Disabled Student’s Stories about Belonging
Missy Morton and Lindsey Conner (co-authors)

Abstract
This presentation is about “belonging in school” using narratives of Hasan, a visually impaired Indonesian high school student. Through recollection of his schooling experience in three different kinds of schools: a regular elementary school in his village, a special madrasah for visually impaired students, and an inclusive madrasah, Hasan shared his stories about what it means to be a ‘difabel’, an Indonesian term for a disabled person. In particular this presentation explores the questions: (1) How does he belong as a difabel? (2) Who and what helps him to feel he belongs? (3) Who and what makes him feel that he does not belong? He also shares his personal insights on special versus inclusive education.

The findings presented in this presentation are part of an ethnographic study on science education for students with disabilities in 3 inclusive high schools in Indonesia. The data used in this presentation mostly came from a semi-structured interview with Hasan and were supported by data from observation in his current inclusive madrasah and the dormitory for visually impaired students where he used to live.
Narratives shared in this presentation are not intended to represent the general situation of disabled students in Indonesia. However, I expect they will provide some ideas and insights which might be transferable to other contexts.

Elga Andriana and David Evans
Title: “He can go back to special class if he wants” Children’s Voices on Inclusive Education Practices in Primary Schools in Indonesia

Abstract
Indonesia has seen an important change within its public schools since the national legislation on inclusive education was endorsed in 2009. Subsequently, some regular public schools were selected to become model schools accepting children with disabilities. The reform has given a title of Schools Providing Inclusive Education (SPIEs) to the appointed schools. However, Nilholm and Alm (2010) assert that it is critical to analyse whether so-called ‘inclusive schools’ are truly grounded on inclusive principles. Equally, they advocate that it is important to analyse children’s experiences, especially finding out children’s feelings of belonging, membership and acceptance.
This paper presents a study on children’s voice of inclusive education practices in three public primary schools in Indonesia. An approach of visual methods of participatory photography and drawings was used to engage children’s voice. The children expressed their feelings and opinion towards inclusion practices through elicitation of their photos and drawings. Although each school provides a unique model of inclusion, the three case studies share themes of participation and self-acceptance. Participation in recess time, classroom learning and school wide activities, and the meaning of ‘special’, ‘regular’ and ‘inclusion child’ will be discussed. Additionally, responses from the teachers when hearing the children’s voices will be discussed and
reflected to understand how school environment may support or impede children to feel included and recognised.
Alison Attwell and Debbie Rickard

An NZ Sign of Belonging

Come along to hear how a mother created a community that gave her daughter a sense of belonging through NZSL. I remember after a few night classes of NZ Sign Language (NZSL), having a discussion with our Deaf tutor. He was trying to tell me, that it was OK that my child may never talk! I couldn’t imagine how she was going to access the community let alone make friends in the playground.

Then I saw the benefits of using NZSL as part of a dual coding method for communication. It wasn’t about talking it was about how she was going to belong within an oral community. As Ministry of Education (1996) states “The feeling of belonging, in the widest sense, contributes to inner well-being, security, and identity. Children need to know that they are accepted for who they are” (p.54)

Lillian Katz stresses the importance of social interaction to develop the connection between the pre-frontal cortex and the part of the brain that expresses thoughts and feelings, she terms this ‘continuous contingent interaction’.

Dr Anne Toth’s research ‘Bridge of Sign’ supports the use of sign language for hearing children with communication difficulties to access their communities. This has led us to collaborate with her to re-create her research within an Aotearoa bicultural inclusive perspective.

This is a unique opportunity for you to be involved in actively creating change within your own community of learners around the use of NZSL as a dual coding system.

Gladys Ayaya

Towards an Inclusive Education for All in South Africa: A Review of Literature

South African President Jacob Zuma announced in March 2016 that by the year 2021, students with disabilities will be accommodated in mainstream schools. Is this a reality given that very little progress has been made since 2001 when Education White Paper 6 on Inclusive Education was introduced? For example, Johannesburg East Education District which serves the greater northern suburbs of Johannesburg and stretches past Sandton to Midrand and encompasses the surrounding townships is served by 83 primary schools, of which only 5 are full-service (inclusive) schools. It has taken the government more than 15 years to convert only 5 of the 83 schools to become inclusive schools and the remainder of the schools have shown little or no signs of transforming. This paper is a review of literature on measures that are being taken by the government towards transforming ordinary schools to become inclusive by 2021. In doing so, I will look at the practices that individual schools are engaging in as they strive to become inclusive. I will seek to understand their understanding of inclusive education, and how teachers are practically implementing inclusive pedagogy. Finally, I will explore how the broader community is supporting government initiatives of achieving quality education for all through partnerships and the provision of new opportunities for the previously disadvantaged communities. I will look at some specific examples of community projects that are helping boost the education of the poor and marginalised communities so that they can access better education and improve their pass rate for university entrance.
(Re)Imagining parenting with *Incredible Years*: Early years parenting as a site of governance in Aotearoa, New Zealand.

Abstract
This presentation takes a post-structural, post-colonial and post-modern feminist approach, examining what and how issues are framed in the parenting policy, *Incredible Years*, through Foucault’s notion of ‘governmentality’ and ‘discursive normalisation’ (Foucault, 1977, 1980, 2003, 2004). By unpacking discourses of parenting produced by *Incredible Years* as an accepted parenting programme, it aims to reveal the ‘norm’ of parenting that is promoted by the current system, and explores how this concept of ‘truth’ in parenting influences the everyday life of families. The critical analysis of *Incredible Years* shows that the programme (re)produces the gendered, colonised, economic/neoliberal and scientific/clinical discourses as the normal/desirable norm of parenting, thus marginalising and silencing children and families who do not fit into this norm of society. The presenter argues that this notion of a curriculum for parents provides only a limited understanding of the issue, and intensifies inequality and injustice in the milieu.

Bhim Bdr Bogati and Jim Strang
'School principals’, primary teachers’, and parents’ perspectives towards Inclusive Education (IE) in Nepal

Abstract
The Government of Nepal has ratified the Convention of the Rights of the Child (1989), and is a signatory of the declaration Education for All (1990) and the Salamanca Declaration (1994). These documents call for the provision of public education to all children, regardless of their physical, intellectual, emotional, social, linguistic, or other conditions. The Department of Education had taken up this challenge of initiating inclusive education in Nepal.

Nepal’s Constitution 2015 highlighted rights of children (Article 39) determined right to his/her identity with the family name and birth registration, right to education health care nurturing appropriate upbringing sports recreation and overall personality development from family and the state, right to early childhood development and child participant, free education up to secondary education, right to special protection for children with helpless, orphaned, disability, conflict effected and vulnerable. In spite of having these aspirations, different studies show that there continue to be high dropout rates from education for special needs children, ethnic minorities’ children, conflict victim children and earthquake victim children.

This presentation is part of a larger project of REED, Nepal, entitled “Training of Teachers in Quality Education Whole School Approach Programme in Solukhumbu district, Nepal” investigating the perspectives and practices of School inspectors, School principals, primary school teachers, parents and students in Nepalese schools who desire to move towards more inclusive practices. This presentation only examines how the school principals primary teachers, parents and students define inclusive education policy and practices, and obstacles to implement it in real classroom by using in-depth interviews and official documents analysis. The findings so far as indicate issues like policy update, program integration and inclusion for CWDs, educational classification on disability, development of different models of inclusion, systemic and result oriented partnership with disability
related organizations, development of human resources, piloting and expansion of ICT based education, study and research, inter and intra ministry coordination.
Henrietta Bollinger and Hera Cook
Title: Inclusive Education and the Development of Identity in Young People Living with Disability

Abstract
There is now a cohort of young New Zealanders living with disability whose education has taken place alongside their able-bodied peers in “mainstream” schools. The implementation of the social model has enabled them grow into young adulthood with a different sense of themselves and their identity to that of previous generations of disabled New Zealanders. They have new aspirations regarding their rights and identities. This paper reports on a peer research project that undertook in-depth interviews with young people with congenital disabilities asking them to reflect on their experiences of Secondary School inclusive education, specifically in relation to Sexuality Education, and how this informed their post-school experience of sexuality.

We will discuss how inclusive education has complicated the identity categories of ‘able’ and ‘disabled’. The participants reported identifying with their able-bodied peers more than with their disabled peers from whom they felt largely distant. They asserted their able identities, through highlighting their success in education and their independence. They experienced their identity as able-disabled people. The education, and in particular the sexuality education, offered to them failed to make positive space for this entwined identity of both ‘able’ and ‘disabled’.

This resulted in difficulties in establishing their sexual identities and has important implications. Sexuality Education has repeatedly failed to provide for varied ‘diverse’ students with diverse bodies who are present in the classroom. Disabled youth are not represented, or otherwise addressed in Sexuality Education. This undermines their potential sense of belonging in the realm of sexuality, both in and outside the classroom. We recommend a two-strand approach to this: firstly, providing young people with sexuality information specific to their disability through the disability community and the medical profession and, secondly, ensuring representation of people living with impairments and other diverse groups in all school Sexuality Education.
Chrissie Butler
Documenting belonging

Abstract
A richly illustrated walk through four classroom (3 primary/1 secondary) where teaching teams have intentionally designed learning environments to foster belonging. Using recent video and photographic media gathered as part of the Ministry’s Inclusive Education website project, Chrissie will highlight how teachers are using space, technology and inclusive pedagogies to foster belonging and create safe springboards for learning.

Author details: Chrissie is a senior consultant in inclusive design and practice at CORE Education. She works alongside schools, facilitators and the wider education sector supporting strategic planning and professional learning in inclusive education, and has a particular interest in Universal Design for Learning and the inclusive design of flexible learning spaces. A current focus of her work is responsibility for the continuing development of the Ministry of Education’s new Inclusive Education website, including much of the video production associated with the project.

Tim Corcoran
In the Key of Life: Music education in specialist schools

Abstract
Musica Viva (MV) was founded in 1945 and is Australia’s longest running independent professional performing arts association. MV’s activities include the Musician in the Classroom (MITC) program. The research reported here examined the qualitative impact of the MITC program. The investigation surveyed the program’s application into three state government schools in Melbourne, each catering exclusively for students with impairments.

Music education for students enrolled in specialist schools – a term used by the Victorian government in reference to educational settings dedicated to dis/abled students – varies considerably. The research investigated ways in which the MITC program supports MV’s Vision Statement by ‘inspiring personal fulfilment and cultural vibrancy’. Three primary themes are elaborated from the study: Accessibility, Sustainability, and Quality. Each theme addresses potential implications for music education in these schools as well as more broadly across state education settings. The discussion draws on and is informed by critically informed scholarship undertaken in the area of dis/ability studies in education.
Kim Davies
The aspirational politics of belonging: Stretching inclusive education beyond “Belonging”

Abstract
In this paper I critically reflect upon the aspirational politics of belonging in the context of inclusive education. Using the accounts of people with autism and Asperger’s Syndrome, including their recounted experiences of ‘inclusion’ at school, I analyse how ‘belonging’ is materialised when it is realised through the prevailing ableist lens that continues to direct the vision of what can and could count as ‘inclusion’ and ‘inclusive’. I problematise whether belonging is in itself an ableist notion and highlight the largely hidden costs of belonging when the onus to belong falls implicitly upon those who are ‘seen’ to be different and who, consequentially, experience exclusion. I posit if this responsibilisation for being different is inherently anti-inclusive and also if belonging as an aspiration - inevitably and intractably - ties us to a continuing politics of exclusion. In conclusion I wonder about alternatives that don’t re-iterate ‘us’ and ‘them’ through the reproduction of same (self) and different (others) by conceiving of dis/ability as an intersubjective encounter of becoming, rather than a privatised way of being in the world. I draw upon the work of Bakhtin, Butler, Ahmed, Kumari Campbell, Titchkosky and Goodley and Runswick Cole to ponder what is possible beyond the dominant frames of identity based disability politics that drives and contains our apparent longing to ‘belong’.
Maria Flamich and Rita Hoffmann
Whose Shame Is It, Anyway? Contradictions of mainstreaming

Abstract
"Your child is not a typical blind!"
A comforting utterance blind children’s parents often hear. Many believe it. They even tend to avoid everything, everyone related to blindness. As if blindness were a shame.
In Hungary everyday understanding of inclusion seems to support the concept which ignores disability. The-sooner-the-better-mainstreaming philosophy forces disabled children into mainstream kindergartens, primary schools, keeps children in a safe distance from those persons who have learned to live their lives blind. ”I have never had contact with the blind before.”, ”I think like the sighted think!” Such sentences can be heard from people, who fight for their rights provided them due to their blindness.

This contradiction raises several questions, e.g.: Do these persons consider themselves sighted or blind? Where do they belong? And where do they think they belong? What role disability play in finding one’s own identity? In their simulated sighted lives they are deprived of the knowledge blind people acquired to carry on their lives with dignity. Of the knowledge, blind generations developed and tradition passed to make others lives easier.
”We should not want to be pitiful sighted, we should want to be clever blind.” – said a blind teacher now at his sixties. If we are not careful enough, the knowledge of the once-separated school generation will disappear, as the present concept of mainstream and inclusive education segregates disabled students into lonely exiles, ignoring blind adults’ experiences. Successful inclusive education should count on the special knowledge disabled persons have developed to be included in the society of their home country.
Here we seek answers to the questions above throughout analyzing young blind university students’ facebook posts. We also aim to consider how disability studies in education can rely on successful blind persons’ inherited and inheritable knowledge.
Costrie Ganes Widayanti, Ika Febrian Kristiana, Diana Rusmawati
Dealing with dyslexic students:
Experience from Indonesian teachers

Abstract

Introduction Public primary schools in Indonesia deal with heterogeneous students in ability and socioeconomic backgrounds. This study aims to examine whether Indonesian teachers recognize students at risk of dyslexia during their teaching experience.

Methods A total of twelve teachers from grade 1 to 6 in three public primary schools in Semarang, Central Java volunteered to participate in this study. Semi-structured interviews and focus group discussion (FGD) were conducted during their reses time. The interviews lasted for about thirty minutes per session. Thematic analysis was applied to find themes emerged in the study.

Findings Teachers used their experiences to determine students at risk of dyslexia. Teachers also reported their lack of knowledge about dyslexia, so their practice in dealing with dyslexic students was primarily based on the students’ weaknesses. They were also uncertain about the effectiveness of their way out. Therefore, it may create feeling of frustration for both teachers and students that can lead, to some cases, to academic failures.

Implications It is realized that students with dyslexia are prone to be stigmatized, teachers are encouraged to gain appropriate knowledge about dyslexia in order to create safe and supportive learning environment.

Gwen Gilmore and Mat Jakobi
Rethinking Teacher-Citizen Identities: teachers yarning with students in pre-service teacher education.

Abstract

This presentation elaborates on research concerned with the development of Aboriginal intercultural competencies and the engagement of predominantly non-aboriginal pre-service teachers in Aboriginal Studies and Education. We elaborate on the need to shift the ‘fixed-view’ pedagogy in teacher education of studying ‘Aboriginal Australia’ through developing a ‘Windows/Mirrors’ pedagogy. The purpose of this pedagogy is to enable rethinking conversations to take place and to make connections to the pre-service teacher (PST) ‘emerging’ professional citizen-teacher identities.

This self-study, an examination of ‘self in action’, follows notation of the need to move from technical matters to consider the broader educational moral purposes in teacher education. In meeting the socio-cultural dimensions of the Australian Institute for teaching and school leadership (AITSL) policy we position this self-study of as an intercultural praxis model; inquiry, framing, positionality, dialogue, reflection and action. In our teacher education units we identify moral and social agendas of the AITSL standards as windows to the Aboriginal and Torres Strait Islander histories and cultures for students to engage in reconciliation, respect and recognition of the world’s oldest continuous living cultures, whilst simultaneously providing mirrors that reflect the cultural, linguistic diversity of Australian teacher education programmes.
The data gathering tool of yarning can be viewed as a shared collaborative tool in education research inquiry that concerns the inter-subjectivity and to support culturally safe research engagement. The co-creation of knowledge produced in these yarning circles, allowed us to become more aware of our developing professional teacher-citizen identities, and senses of belonging, as an Aboriginal teacher in Australia and a New Zealand teacher.

We argue that learning takes students from ‘Ethnocentric’ to ‘Ethnorelative’ standpoints and when considered in the broader transition pedagogies strengthen professional identities of both parties. This paper extends understandings of how professional identities are shaped; including the use of symbolism and action, in rethinking pre-service teacher contexts.

Emma Goodall

**Interoception as a building block for belonging – connecting to self to connect to others**

*Presenting author:* Emma Goodall,

*Additional authors:* Mel Leslie, Bob Wildy, Ken Randall, Sonia Kernick and Moira Smith

**Abstract**

This presentation aims to share the insights into our whole school pilot programme on the explicit teaching of interoception as a strategy to build self-awareness and connection to self in the context of facilitating learning and wellbeing. Connection to self was viewed as a necessary building block for students before connecting to others and developing a positive sense of belonging within the school community. The pilot project’s goal was to improve wellbeing and learning outcomes for students.

This co-constructed action research was designed by staff from Gawler East Primary School with a Special Educator and the senior autism advisor from the Department for Education and Child Development (DECD). DECD created and provided a resource to enable teachers and school support officers to explicitly teach interoception in whole class, small group and 1:1 sessions. This resource included a summary of current research into interoception and its links to self-regulation and wellbeing. Baseline data across a variety of aspects was collected for ten students for whom connections to others and learning were known to be extremely limited.

The iterative nature of this action research resulted in baseline data being collected for another set of students a few weeks into the project as the pilot programme was open to all students within the school and the researchers reviewed which students were participating and how.

The practical aspects of the pilot, what interoception is and how and why to teach it, will be presented as well as the findings to date and the impacts on both staff and student experiences of school and teaching/learning including changes to professional practice resulting from improved connections to self and others. The implications for future practice are significant if the improvements in connections, belonging, self-regulation and learning can be replicated in further trials. Further trials are commencing in the second half of 2016.
Erin Gough  
Inclusive Education: A Human Rights Approach  

Abstract  
The purpose of this presentation is to consider the question, ‘what is inclusive education?’ from a human rights perspective and, in doing so, consider the current status of inclusive education within New Zealand’s education policy framework and advocate for transformation of the education system. The right of disabled people to enjoy an inclusive education is provided under Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD). The CRPD requires States Parties to ensure the full realisation of all human rights and fundamental freedoms for disabled people, on an equal basis with others. As New Zealand’s National Human Rights Institution, the Commission has a mandate under the Human Rights Act to advocate and promote respect for human rights. It also has a mandate to monitor New Zealand’s implementation of the CRPD as part of the Independent Monitoring Mechanism. Using the CRPD, and commentary from the CRPD Committee, as the primary point of reference, this presentation will:  
- Examine the extent to which New Zealand’s legislation and policies relating to the education of students with disabilities meet the obligation to ensure an inclusive education system at all levels.  
- Identify systemic barriers to students enjoying their right to an inclusive education, including consideration of recent complaints data from the Commission and the Office of the Ombudsman concerning the treatment of students with disabilities in primary and secondary schools.  
- Consider the extent to which the current review of the Education Act 1989 and the introduction of a new service delivery model provide an opportunity to realise the right to inclusive education.
Janinka Greenwood, Danielle O’Halloran, Sharnali Tisi

Symposium: Culture and inclusion: voices and place

Abstract
This symposium offers three papers that examine inclusion in terms of culture. The first reports a completed research project with Pasifika students at Canterbury University and examines the extent to which they perceived they were included within their courses and the wider university. The second reports narratives from the first stages of research that examines how South Asian immigrant families seek to ‘teach’ their children culture, both from their original home and that of New Zealand. The third, drawing on the migrant crisis in Europe as well as on cases studies from New Zealand, examines the role of art-for-education in creating space for people of different cultural groups to negotiate their place with the community.

Although each paper brings a different cultural concern to the fore and each author draws on a different epistemological and methodological approach, the three together build a platform for considering cultural inclusion as something that recognises and appreciates identity and agency, and that makes space for success. Together the three papers highlight how inclusion can be diminished by the dominance of monocultural sightlines. Each, in varying ways, seeks to disrupt such dominance by privileging not only the voices but also the worldviews and knowledge systems of the minority cultural group(s) concerned. In doing so, each paper offers opportunities to critique and reconceptualise existing practices and also offers creative constructs through which space can be created for new practice to develop, in the three papers, education systems and processes are examined both in their own right as spaces that can block or facilitate cultural inclusion and in terms of their potential to block or facilitate such inclusion in wider society.
Annie Guerin
Families belonging in school: Assessment that supports families as partners in their children’s learning

Abstract
New Zealand education policies support the notion of strong partnerships between school and home to support student learning and teaching. However, in practice this is both complex and problematic. Historical positionings of power within education have not been with families. Teacher understandings of these power relations and the strategies that support authentic partnership may be variable. The historical experiences of school for family members may impact strongly on their decisions to work alongside their children’s schools, or to feel confident that they have something to say. Traditional assessment approaches for students recognized as disabled position schools as experts and families as recipients of this expert information.

The formative use of narrative assessment can challenge this view as a sense of belonging can be nurtured amongst family and school members. Family knowledge is valued as informing strengths based approaches to learning and the students themselves are recognized as partners within this process, irrespective of impairment.

This presentation discusses the ways that narrative assessment can support disabled students, their families and educators to work together as partners focused on recognizing learning. Drawing on both her doctoral research and classroom experience Annie will discuss some of the ways that narrative assessment has supported stronger school-home partnerships. The presentation includes narratives from disabled students, their family members and educators who have had the opportunity to work together within a narrative assessment approach. Themes within their narratives are linked to recommendations for schools reflecting on inclusive ways of working with communities – of strengthening a sense of belonging for all.

Pamela Higgins
Primary-secondary transition time can be challenging for kids, families and teachers. So what helps?

Abstract
Some students, particularly those for whom primary school presented considerable learning challenges, can struggle to settle into secondary school. Consequently, their sense of belonging, learning engagement and educational longevity may be compromised. This presentation shares findings from an ecological case study that gathered unique personal insights of transition from students, whose learning histories in primary school indicated the road to secondary school might be rough, and from their family members and teachers. The pragmatic, strength-based inquiry, incorporated questionnaire and interview data collection methods to explore the personal and contextual factors that aided the transition experience.
Four key facilitators featured for all stakeholder groups: deliberate responsibility for the transition process; purposeful and timely engagement; strategic transition knowledge and practice; and targeted support for transition. Systemic processes were found to be effective and to enhance participants’ feelings of efficacy when schools took the lead to foster family-student-school relationships and to teach skills for transition. Also, some serious questions were raised and barriers identified.

In this presentation, with transition defined as both event (e.g. first day) and process (e.g. school engagement), a number of recommendations for enhancing inclusive practice and educational policy around transition are made, particularly in the areas of priority learners, enrolment, information transfer, first day attendance, and teacher pedagogy. Tools to support professional development in the areas of systemic policies and practices, and teacher pedagogy are introduced. The findings to be presented are very accessible and have immediate relevance to families, teachers, RTLB, Psychologists and other practitioners in the field.

Filipe Jitoko, George Saemane, Kitione Ravulo, George Mael Toka, Laisiasa Merumer, and Umesh Sharma

Nothing about us, without us: Perspectives of people from the Pacific about inclusive education.

Abstract
Less than 10% of children with disabilities have access to any form of education in the Pacific countries. A large number of children with disabilities either never enrol in schools or they drop out in a very short time. Most Pacific countries are aware of the need to improve the situation. The Pacific Island Countries recognise that implementing inclusive education across the region is the best possible way to provide quality education to children with disabilities who have been excluded for a long time. These countries have signed a range of international declarations and have drafted policy documents to support inclusive education. However, implementing inclusive education is not easy. The countries need support in identifying strategies that can be used to implement inclusive education across the region. They are highly skeptical of importing approaches from other countries as the Pacific context is unique and any imported approaches are unlikely to be successful in the Pacific.

In this round table symposium, we will present findings of a three year project funded by the Department of Foreign Affairs and Trade (DFAT), Commonwealth of Australia. The project was implemented in four countries of the Pacific (Fiji, Samoa, Vanuatu and Solomon Islands). A primary purpose of the project was to develop a tool- the Pacific Indicators for Disability Inclusive Education (Pacific- INDIE). It allows countries to identify key areas that they need to address to implement inclusive education, monitor their progress and set targets for future. The tool provides mechanisms to prioritise key goals relevant to the country context and to identify resources that can be used to achieve the goals. A significant innovation in the project was the methodology used in developing the the Pacific- INDIE. Unlike other similar tools, the Pacific INDIE was developed using a bottom up approach. People from the Pacific (including people with disabilities) identified what they valued the most about inclusive education and how best the countries could achieve the
goals incorporated in the Pacific-INDIE. The use of this approach, along with three systematic literature reviews, surveys of key stakeholders from 14 Ministries of education from the Pacific, and ongoing consultations with regional partners provided new perspective about how inclusive education can be implemented and measured in the Pacific. In this presentation, we will share voices of three groups who were involved in the project. The presenters will include local researchers from four countries Fiji, Samoa, Vanuatu and Solomon Islands; members of the regional bodies from Pacific Islands Forum Secretariat and international researchers. We will discuss about the perspectives of the people from the Pacific about what they valued most about inclusive education in the Pacific. We will also share how perspectives of various members were incorporated in the development of Pacific INDIE. Implications of the findings for policy makers and school leaders will also be discussed.

Maree Kirk
How do we put Education policy to building inclusive schools for all students into classrooms? Belonging and social skills development in the classroom

Abstract
Background: New Zealand special education services are under review to achieve inclusive practice / inclusive schools, Success for all. The literature review and data identified the persistent gap in application of education policy and provision for students with Down syndrome and intellectual disability.
Objectives: The purpose of this study was to evaluate a programme to improve educational outcomes for students with Down syndrome and cognitive delay
Methods: this study involved ten primary schools with students of mixed ethnicity aged 5-8 years and 11-13 years. The 50 participants involved were senior teaching staff, parents and Ministry of Education specialist staff. The study involved a three-month series of professional development training seminars, the BOPDSA Inc. Education Resource Pack provided to each school and school visits. A focus of the presentation today is how schools can support belonging for all students, but in particular those students with DS who have been the focus of this work.
This presentation will focus is on the area of supporting social skill development for students in the classroom and the sense of belonging within the curriculum in the classroom learning with their peers, within the classroom interacting with their peers, within the extracurricular activities and within the natural childhood relationships of the school. Curriculum activities are supported by the students’ sense of belonging within the classroom, small group work and peer tutoring, this is reviewed along with strategies used within the programme. A number of recommendations are made for schools wanting to support all students’ sense of belonging.
**Jude MacArthur**

**Children’s rights, fairness and equity – Supporting teachers’ critical appreciation of inclusive education**

**Abstract**

Can understandings about inclusive education be advanced through a robust, critical, rights-based analysis of disabled childhoods and childhood inequity? This question emerges out of my work in postgraduate teacher education working with experienced teachers in early childhood, primary and secondary school contexts, and in special schools, who have a particular interest in teaching and learning for students with ‘high and complex’ levels of disability.

Research on the perspectives of teachers completing this paper has revealed that, despite an emphasis on social justice and inclusion, the dominant discourse of “special and separate” retains a hold for some teachers who view segregated settings as providing necessary “specialist services”, or refuge from unwelcoming/poorly resourced local schools. Ideas about inclusion in the course may not yet be powerful enough to challenge dominant discourses or to productively question one’s own teaching experience.

The presentation reports on developments in the paper aimed at supporting teacher to acquire a deeper understanding of inclusive education based firmly on children’s rights, the right to education being central. Located within the emerging field of disabled children’s childhood studies Curran and Runswick-Cole (2014), consideration is given to how teachers can be challenged to recognise ‘non-normative lives’ and the power relations that impact on children’s rights and participation at school. It seeks insights into the complexities of teaching and learning for children and young people with disabilities from the important but often neglected perspective of children’s rights, where teachers are positioned as duty bearers and children as rights holders (Elwood & Lundy 2010).

The presentation argues for a contextualised interpretation of rights that connects with politics and affecting children generally. It illustrates how government inaction on children’s rights in favour of market solutions and related fiscal priorities (O’Neil, 2015) provides a critical starting point for teachers to examine, reconstruct, and transform their own assumptions and knowledge about childhood, fairness, equity and inclusion (Smyth, 2010).
Bernadette Macartney
Inclusive Education Action Group (IEAG) Voices Project Symposium

Abstract
IEAG is a New Zealand not-for-profit organization that advocates for inclusive policies and practices in all education settings. We view a quality and inclusive education as a human right and matter of social justice. Inclusive education supports children, young people and adults to belong and participate as full citizens in a civil democratic society. We believe all children, young people, adults and their families must be viewed and treated as partners and active participants in their education.

Children and young people whose primary means of communication is not oral and/or who are labelled as having intellectual disabilities are especially at risk of having deficit assumptions made about them and to the view that they have little to contribute to a consideration of their learning, participation and success. These young people’s voices are generally not sought, heard or recognised in education policy, curriculum development and practices. It is often assumed that education for people with disability labels requires fundamentally different, ‘special education’ ‘interventions’, ‘monitoring’ and ‘support’. The aim of the Voices Project’s was to help bring disabled students’ from the margins to the centre of our thinking and practices in education.

IEAG has produced a collection of 12 short films of young New Zealanders with intellectual disabilities sharing their perspectives and experiences of school. The films and accompanying teaching resources were designed to support policy makers, teachers, students, families and others to reflect on and learn about inclusive education in depth through listening to and engaging with the young people’s experiences and perspectives. The films and teaching resources provide direction for non-disabled people to reflect on what they can do to support movement towards inclusive education. The films and companion teaching resources will be publically available on our website [www.ieag.org.nz](http://www.ieag.org.nz) from July 2016. IEAG aims to add to the collection of stories and diversity of voices on-line over time.

The Voices Project Symposium will be presented in three parts followed by discussion:
1. IEAG – history, philosophy and ACTION (Trish Grant, Heather Lear IEAG)
2. The IEAG Voices Project process and on-line resources (Annie Guerin, Stuart Lloyd-Harris)
3. Perspectives on education from young people and their families (Anne-Marie McIlroy)
Abdullah Madhesh
Difficulties of Defining Inclusive Education in Saudi Arabia

Abstract
Terms often have multiple meanings causing confusion in use resulting in arguments or conflicts between stakeholders. This confusion may affect many issues and services that related to these terms. After reviewing the literature on Inclusive Education, it can be said that inclusive education is one such term. Indeed, defining inclusive education clearly is a fundamental concern when providing appropriate services for students in need. However, the term can be used in many circumstances meaning any consensus on an agreed definition is impossible. There are various reasons for the range of diversity in defining inclusive education: 1) confusion when using appropriate and/or different terms, such as integration, mainstreaming or inclusion, 2) disparity in the meaning of the word inclusion from one nation to another and 3) differences in the use of this term according to certain fields and scholars. Likewise, in Saudi Arabia, there is confusion and an overlapping in terms of using and defining inclusive education. For example, while confirmed that "integration" and "inclusion" have different meanings, claims are still made that there is no concrete difference between them. In addition, the contrast is largely illustrated in Saudi research when "inclusion" and "mainstreaming" are used to describe the same situation. Ultimately in the Saudi context, more attention is needed to examine the potential impact various definitions of inclusive education have for education in the country.
Shaun Markham
Belonging, equal opportunity

Abstract
I’m currently a 4th year Economics student studying at Otago University. To me, belonging and inclusive education is quite subjective. In a sense, some people (not just disabled people) never feel like they belong. Most people who know me would say that I’m unique, as I was born with Cerebral Palsy and defied the odds to achieve my academic goals. Due to how I think and how I’ve achieved my academic goals, I’ve never really felt a sense of belonging, neither in the disabled sector or the mainstream side of education. I’ve always walked that line and I still don’t really fit in anywhere. It’s not a bad thing though. I do have an idea of what belonging looks like in terms of inclusive education, and I wish to share my experiences (particularly through high school) with as many people as possible.

Many have different ideas about inclusion; this could involve making other students interact with disabled student. That’s fair enough and the student may feel involved, what happens outside of school though? In my experience they get forgotten.

I may be in the minority, but I feel that everyone has something to offer in terms of flourishing at something that they are strong at. Therefore, my view of inclusive education and belonging is to give equal opportunity to succeed. By this I mean giving students all the support they need; some need more than others, some have other strengths and goals that aren’t academic, but that shouldn’t prevent the supports being put in place.

The economics behind this is simple; if you provide all the support now, disabled students can become productive members of society in the future.

Kate McAnelly (presenting) and Michael Gaffney (co-author)
Title: Achieving citizenship for all: What does active participation look like in early childhood education?

Abstract
We all know that when communities of learners are inclusive then all children will achieve full participation. The question then arises as to why is it so difficult to create such spaces in early childhood education (ECE). We want to explore the various contributions that all learners have to make in support of participation by using the framework Huakina Mai (Mackey and Lockie, 2012). The framework provides four levels of participation within early childhood: enrolment, attendance, participation and active participation. A review of literature and personal experience demonstrates that a number of barriers exist for disabled children in relation to their full participation in early childhood settings. The framework helps us to understand the nature of participation within settings and the importance of everyone in the early childhood community “being on the same page” with respect to all children achieving full citizenship. But if some members are not convinced of all children’s
right to “be here” (enrol and attend) then participation will be limited. The New Zealand early childhood curriculum Te Whāriki already lays the foundation for inclusion by pointing to the importance of family and community, relationships, empowerment and holistic development for successful ECE. In this presentation we will endeavour to show how citizenship, participation and learning are bound together within an inclusive community of learners.

**Anne-Marie McIlroy, Bernadette Macartney, Heather and Sarah Lear**

**Symposium Presentation: Belonging-The New Zealand Curriculum and Life beyond School for Three Young Disabled People and Their Families**

**Abstract**

The vision of the New Zealand curriculum is “young people who will be confident connected actively involved lifelong learners” (New Zealand Curriculum, 2007, p.7). To connect with peers and with learning requires an education system that actively recognises and responds to the capability of all young people. This means teachers and school communities welcome all members and work collaboratively and co-constructively to understand the dreams and aspirations of children and their families. The concept of human rights is intertwined with socially just ways of thinking and being and is enacted through pedagogy. This means

- children and young people engage in meaningful learning opportunities at school
- what children and young people say and think is listened to
- family knowledge is respected
- belonging is about individual aspirations, community and lifelong learning
- sociocultural ways of working are evident and enacted meaningfully as young people move to life beyond school

This symposium will be presented in three parts followed by discussion:

1. Belonging and not belonging in a New Zealand secondary school (Bernadette Macartney)
2. Belonging at Primary School (Anne-Marie McIlroy)
3. A recipe for success (Heather Lear and Sarah Lear)

**Individual Abstracts**

1. **Belonging and not belonging in a New Zealand secondary school (Bernadette Macartney)**

In this presentation I tell stories of my daughter, Maggie, and our families’ experiences of belonging and not belonging in a New Zealand secondary school over the past five and a half years. I use Film, photo images, written texts and recounted stories to tell our stories. I consider the implications of belonging and not-belonging for Maggie’s identity, learning and success. I will identify barriers to and opportunities for participation and achievement within Maggie’s Music and Drama subjects at school. I conclude that understanding and practicing ‘belonging’ at school is about investing in RELATIONSHIPS that value and support the participation, learning, success and achievement of all students, not just those that ‘fit the system’.

Key words: belonging, relationships, learning, identity
2. **Belonging at School (Anne-Marie McIlroy)**

What does belonging look like for disabled children at school? This presentation shares a view that includes teacher perspective and child voice. It considers communication as a prerequisite to meaningful learning and participation. It recognises how a primary school in a New Zealand city made changes to support teaching and learning. It critiques inclusive practice at a level beyond a welcoming presence to consider progress and achievement within the learning areas of the New Zealand Curriculum. All images shared in this presentation have been selected by the child and have all been included in narrative assessments. For this child, narrative assessment is an approach that celebrates and promotes authentic learning and supports the team to work collaboratively alongside family. This presentation is part of a larger research project that explores narrative assessment in relation to inclusive practice.

Key words: belonging, child voice, curriculum, narrative assessment, inclusive practice

3. **A recipe for success (Heather Lear and Sarah Lear)**

This presentation introduces Sarah and our family and shares our experiences of school and tertiary education in New Zealand. Sarah is in her mid-twenties. She is a qualified pastry chef and alongside our family, has developed and operates ‘Sarah’s Kitchen’, a successful catering business. In our presentation we focus on our experiences of: school; university; work experience and life after school. We talk about what made a positive difference for Sarah and what we think needs to change to remove barriers, support access to education and promote employment opportunities, which lead to a positive identity, success and feeling socially connected in adulthood.
Shane McInroe and Kate McAnelly

Nothing about me, without me: revisiting the importance of valuing students with disabilities as experts on their own lives

Abstract
Our presentation will look at Shane’s experiences negotiating his way through primary, secondary and tertiary education as someone with an intellectual disability. Some of these experiences were good, where Shane felt he belonged and had a place. However, overwhelmingly they weren't so good, and as a result Shane felt marginalised, excluded, and disregarded as a competent, confident learner who had a clear idea of where he wanted to head – the problem was that no-one really stopped to listen to what his thoughts on things were, or to value him as the expert on his own life. We will explore the barriers to being and doing that Shane encountered during his time at school and polytech, and suggest some ways in which these barriers can be overcome so that other students with disabilities who encounter them can be enabled to fully participate and gain a true sense of belonging in equitable, inclusive learning environments.

Loraine McKay

Title: Belonging while feeling excluded: Understanding the oxymoron by listening to students’ and teachers’ experiences in an intervention class.

Abstract
Can intervention programs promote a sense of belonging or do they lead to isolation? Intervention programs are often used in schools to deliver programs designed to fix students. They are frequently linked with stigmatising and ostracising outcomes. This paper draws on the insights of teachers and students’ who have been part of a two-year project to explore how a reading intervention program, originally intended to raise student outcomes, simultaneously challenged and supported their membership in the school community. The relationships the teachers and students developed with each other, with learning, and the school context are examined. A range of tools for reflection, such as still images, drawing and collage are utilised to investigate the affective outcomes of the intervention program. Findings suggest membership in one context led to feelings of exclusion in another for both staff in the program and students. Valuable insights are offered for teachers working with adolescent learners who have experienced limited success at school and for and administrators charged with overseeing intervention programs.
Abstract
This presentation will focus on the development and results of a survey of general secondary school teachers in Bangladesh. The survey set out to explore the teachers’ experience and knowledge of their role and of supporting students with disabilities in secondary education contexts. Teachers play an essential role in supporting students and implementing inclusive education to any system. Two research questions were investigated: 1) what does it mean to be a teacher in a mainstream Bangladesh classroom and 2) what do teachers understand about their role in supporting students with disabilities. A survey of 30 Bangladeshi general secondary school teachers was conducted to formulate the findings. The survey included items designed to support both open and closed responses. The results suggest a number of challenges exist for secondary teachers in Bangladesh in their knowledge in including and supporting students with disabilities. Many barriers to students’ participation in school were identified. However despite the barriers reported, the teachers reported hope that children with disabilities would be supported in inclusive education settings. The presentation will also explore the gap between teachers’ context and policy expectations for supporting students with disabilities. Implications for educators, researchers and policy-makers working on developing inclusive education in Bangladesh are also considered.

Rachel Noble
Our story, our mission, our venture

Abstract
Education For All (EFA) is a collaboration of disabled persons organisations, family and inclusive education organisations, teachers, and school principals, leaders, researchers and academics in inclusive education, and people from the employment and human rights sector committed to ensuring all students with disabilities are well educated in an inclusive education system.

We developed a plan with four priorities to advise and engage meaningfully with government and the education sector because the government has a responsibility to respond to the rights of people with disabilities. The plan is relevant to the education and equal participation of disabled people and their families-whanau from early childhood through to and including tertiary and adult education.

Understanding what this means has meant we had to have many hard conversations within the group. We’ve connected with the UN Committee on the Rights of Persons with Disabilities as they develop their General Common on the right to inclusive education, we also engaged with family groups and we are now connecting with professional groups within the sector. This presentation will focus on the development of our priorities and our strategic rationale for the actions we have taken.
Olalekan Olagookun

Negotiating Belonging, Being and Becoming: A case study of student from African refugee background

Abstract
Has the term ‘inclusion’ merely become an ordinary, everyday expression? Do the questions: ‘Who am I’ and ‘Where do I belong’? continue to have significant meaning, especially for refugee students in Australia? The concept of ‘third space’ is key to understanding interstitial theoretical space of having a sense of belonging and acceptance without being stereotyped. This presentation draws on Homi Bhabha’s hybridity theory (Location of Culture, 1994) to study the field of student public engagement and public participation. It analyses identity and belonging by investigating the recent experience of refugee students from Africa and how their lived experience impacts on their sense of belonging. This case study supports the notion that the negotiation of belonging is a harrowing experience for minorities and is influenced by a pathway that may be either inclusive or exclusive. This presentation also examines the consequences of belonging or not belonging for the broader society as a whole.

Thane Pullan

Technology, experiences and vision

Abstract
A presentation on how accessibility software can help with achieving inclusive education. It will include the person experiences of Thane Pullan going through the education system with a knee switch scanning system along with teacher aids and how the more advanced technology of today could have been better.

I will tell my story of my time at school, particularly the last year that drove me out of the education system because I was forced to do spelling. I felt that mainstream students were not made to do this so I shouldn't have to either. I felt this was a subject for earlier years and this felt demeaning.

It will showcase technology created by accessibilitysoftware.com to help people with disabilities access computers. It will question whether this is better than teacher aides including speed, disruption, technology addiction, possible health consequences of using eye gaze too much. Additionally it will quickly touch on a solution for people with hearing impairments that go to big events.

I don’t think that the education we get is adequate or realistic. It needs to include better education about life. For example I received no education about the frequent abuse of people with disabilities. I also think that we should be better prepared for the new high tech economy. It will question the role of the arts and what use they can have in wider life.
Emma Puloka
What doesn’t belong: Exploring science classes in Tonga

Abstract
While students have often been expected to adapt and conform to the curriculum which may show bias to particular ways of knowing and learning, Universal Design for Learning (UDL) is an approach to curriculum delivery which instead adapts the curriculum to the diversity of the students. Teachers in Oceania face the additional challenge of making their school curriculums, often heavily influenced by foreign values, relevant to their learners and their contexts. Islands in Oceania, such as Tonga, face overwhelming environmental and health issues which are complex and call for a scientifically literate citizenry to tackle the issues together. The science classroom could be the place where all students are engaged in critical thinking, understanding basic science principles and problem solving skills which go beyond the walls of the classroom and directly address the pressing issues in their local context. In the face of pressures to ‘develop’, educators must critically evaluate the curriculum and ask whether it is inviting science students to belong and learn or to conform to ideas foreign to their contexts. In this presentation, I will share experiences from science classrooms in Oceania which are part of the larger narrative of my doctoral research on Science Education in the South Pacific region gathered through the talanoa methodology. These will be discussed in light of the principles of UDL and explore what they suggest of the role of the current Science curriculum in inviting students and the Filipe Jitoko communities they carry to belong in classrooms in Oceania.

Christine Rietveld
Quality of ‘Belonging’ and its Relationship to Learning: Case Studies of 3 New Entrant Children and a 12-year old with Down Syndrome

Abstract
Educationalists and psychologists have long established the need for children to experience belonging as a valued integral member of any educational setting to enable optimal learning to take place (e.g. Maslow, 1970, Vygotsky, 1981). However, what this might look like at the chalk face of the classroom is less well documented. This paper explores the experiences of belonging and learning for a group of boys entering school and a girl in her final year of primary school. The data comes from observations and interviews with 3 boys with Down Syndrome (DS), 2 boys without DS, their parents and teachers to explore their experiences of belonging and learning and interview data of a 12-yearold girl with DS and her mother. The inclusion or authentic belonging in a group requires certain relationships and roles (Bronfenbrenner, 1986). Findings of this study show that how teachers and peers assign roles affect other aspects of the child’s interactions, learning, and quality of peer relationships. This is because children cannot easily adopt desirable roles of motivated learner, friend or valued contributor if teachers and peers regularly assign them demeaning or exclusionary roles. Examination of the data indicated that only one boy with DS experienced authentic belonging, in that he engaged in the full range of roles (pleasantries to having friends) after two weeks of school entry. This boy’s school engaged in processes that were based on diversity as a prevailing norm at all levels of their school’s educational culture and beliefs which permeated through the curriculum, pedagogy, assessment procedures and ethos of the school. The other schools focused more on the children’s
differences, which were interpreted as deficits and hence precluded them from belonging as valued members, which negatively affected their social and academic learning.

Gill Rutherford and Loraine McKay

Title: Negotiating mystery, mazes and mountains through metaphor: Exploring preservice teachers’ feelings about teaching in inclusive contexts

Abstract
“I don’t feel prepared to teach students with disabilities.” This admission, made by many preservice teachers, is both troubling and revealing. As teacher educators, we continue to wrestle with and contest hegemonic assumptions that certain ‘kinds’ of students are inherently problematic, and beyond the capacities of teachers to teach. Given that teachers’ values, beliefs and feelings determine their practice, providing preservice teachers with opportunities to critically examine their assumptions is an essential part of teacher education, and fundamental to fostering students’ sense of belonging and learning in schools.

In this presentation, we outline a collaborative trans-Tasman research project in which we explore Australian and New Zealand preservice teachers’ understandings of diversity and inclusive education. The study builds on Black-Hawkins and Amrhein’s (2014) work in UK and German contexts, in which inclusive research principles are used as a framework for researching with, rather than on, preservice teachers. Such an approach is consistent with our commitment to respecting and being responsive to student perspectives (in this case, those of preservice teachers), and enables us to model what we expect of the latter in their work with school students. As well, we wish to contribute to aspiring teachers’ socialization into the profession by scaffolding their involvement in research processes, as a means of informing their future professional learning and practice.

Our study parallels that of Black-Hawkins and Amrhein in its use of (a) a metaphor-elicitation activity that reveals preservice teachers’ beliefs and feelings about teaching in inclusive education contexts, and (b) focus groups. In addition, we are interested in exploring the ubiquitous yet often disregarded affective dimension of teaching and learning - how preservice teachers feel about teaching all students. In the presentation, we offer an outline of the project rationale, discussion of its theoretical underpinnings and overview of preliminary findings.

Cam Scott

1. Introduction
Equity and Diversity is crucial to the advancement of a diverse and inclusive University culture. It is important that the University is at the forefront of policy and practice that removes discrimination, provides equal opportunities for all while valuing difference and diversity among our students and staff.

2. Purpose
The purpose of the Equity and Diversity at the University of Canterbury with regard to our strategic objectives and obligations is to ensure inclusiveness, participation, appreciation, recognition, support and transparency and a sense of belonging, for all students and staff. The University of Canterbury values students and staff and seeks to ensure all practices affecting them are fair, lawful and consistent with the principles of partnership, protection and participation embodied in Tiriti o Waitangi (Treaty of Waitangi).

The University of Canterbury recognizes that it has had a range of statutory obligations in relation to staff and students. These include the University Council’s obligation “to encourage the greatest possible participation by the communities served by the institution so as to maximise the educational potential of all members of those communities with particular emphasis on those groups in those communities that are under-represented among the students of the institution” (Education Act 1989, s181c) and the Council’s obligation to provide a healthy and safe workplace for all employees (See Health and Safety at Work Act 2015).

Claire Stewart and Trish Grant
Belonging in families and the community of all children

Abstract
In this paper we address the theme ‘rethinking belonging’ and the questions ‘how is belonging defined’ and ‘who defines what counts’ when talking about belonging in families and in the community of all children

Inclusive communities are ones where we all belong and know we belong. Families are the foundations of communities and where belonging starts and continues as a base. Too often many families with children with disabilities find it hard to get the life others take for granted. Children are positioned as ‘other’ and not included with non disabled children in belonging in family and community life. Normal family life (whatever that is!) or at least undisrupted family life is seen as a space where children do not have disabilities. This is highlighted in New Zealand policy and practices in relation to child protection, out of home placement and ‘special’ education.

Our presentation draws from three pieces of IHC’s recent work

• interviews with representatives of family organisations and parents about how they see belonging in the context of wellbeing
• how children with disabilities were represented in the review of ‘voluntary out of home placements for disabled children’
• surveys reflecting the experiences of families in education for their children with disabilities

We identify how belonging is defined and who defines what counts. In conclusion we present ways of thinking and working that start from valuing the lives of all and enhance belonging in families, communities and schools.
Mukti Prakash Thapaliya

The social construction of inclusive education in Nepal

Abstract

The government of republic Nepal has endorsed, adopted and signed an inclusive education policy for more than a decade officially. Before signing the inclusive education policy (in the Salamanca conference, 1994), students with special needs had been taught in the special schools. After the Education for All (EFA) 1990, special needs students have been learning in the regular classroom with other students, but the progress has still been very slow. As a teacher educator, I am keen to find out how Nepalese primary teachers, principals, government officers, parents and students perceive inclusive education policy and translate them into practices. This presentation provides some preliminary finding of an ethnographic study of two primary inclusive schools in two districts in Nepal. To be specific, this study addresses primary level teachers’, principals, government officers’, parents and students’ understanding of inclusive education policy and how it has been transformed in the real teaching and learning situation. Here, the inclusive school denotes the regular schools which welcome all students (able/disabled, ethnic minorities and HIV AIDS/ Dalit/).

The data were collected through semi-structured interview, focused group interview, participant observation and document analysis as well as an informal dialogue with teachers and students from/during March to July in Nepal. Semi-structured and focused group interviews were taken in Nepali language and later on it was translated into English language, whereas participant observation and field notes were directly written in English language. Social constructionism and symbolic interactionism were used as the epistemology and theoretical perspective respectively. Specifically, this presentation used “What does it mean to belong as a disabled child in the regular classroom?” as the main research question with following supplementary questions to find out how participants co-construct the meaning of the belongingness of disabled children in the primary school classroom.

- How does teacher reflect the sense of belonging to disabled children in the regular classroom?
- How does society reflect the sense of belonging to disabled children in the regular classroom?
- How does family reflect the sense of belonging to disabled children in the regular classroom?
- How does colleague reflect the sense of belonging to disabled people/teacher in the regular classroom?

The preliminary findings of this study suggest teachers’, government officers’, parents’ and students’ understanding of inclusive education policy and practices varies. In other words, work, society, family and school determine the belongings for disabled children. The research showed that teachers had negative attitudes towards special needs children because they were not as intelligent as other children in the classroom. Parents reported that they were compared to their social prestige/ identity and past work if they had a special needs child. Students reported that they were bullied by their friend and teachers. Findings of this study will contribute to develop inclusive education policies in Nepal and scholarly literature. I do expect the preliminary findings will be useful for the policy makers.
of inclusive education section of the department of education, curriculum designers, textbook writers, academicians, teacher trainers, pre-service & in-service teachers, and students.

Marie Turner

Autism and Inclusion: How do I belong?

Abstract
I have been exposed to autism most of my life. My brother was diagnosed at the age of 5 years old and my experiences have no doubt shaped my interest in working with children diagnosed with ASD. Circumstances have led to a rewarding career in working with children on the autism spectrum and I have worked in an autism-specific specialist school for 18 years. I have taught some exceptional students, some having very complex learning needs and those I refer to affectionately as ‘mini-Einsteins’ who are awkwardly different and brilliant.

For the past few years I have worked with these ‘mini-Einsteins’ in a specialist school. These boys had all experienced significant failure in their former local schools and exhibited extremely aggressive behavioural and emotional outbursts. They had developed negative behaviour patterns in order to avoid the embarrassment of failure, including truancy, aggressive outbursts and withdrawal.

This presentation will explore the narrative of my experiences working with these ‘mini-Einsteins’ in guiding them to a place of self-worth, actively engaged in learning and experiencing a sense of belonging. It is also a journey of self-discovery and finding a place where I belong.

William Eulatth Vidal

A Qualitative Study on Personal, Social and Institutional Factors Related to the Academic Success or Failure among International Students at the University of Canterbury

Abstract
The legal framework for international students has been liberalized. Also, the internationalization of courses and curriculum have been increasing, and this contributes to the attractiveness of some countries, like New Zealand, as a place to study. Students might decide to migrate, looking out for better educational opportunities, contributing to the world’s total number of migrants.

Literature review indicates that there is no consensus about migrants’ academic success or failure, and despite the increasing number of scientific work on this topic, there is still a number of information gaps. Most of the research has not considered as part of the analysis temporary migrants such as international students. Also, they have been concentrated on traditionally believed influential factors, while social, personal and institutional factors have been ignored regardless their importance
Therefore, this study attempts to explore international students’ perceived academic performance; what specific social, personal and institutional factors they perceive to be influencing their performance; and to what extent. The study employs qualitative research design and uses Interpretative Phenomenological Analysis (IPA). Semi-structured interviews will be used for data collection. A small and purposive homogeneous sample will be selected. Participants will be ten international students, from the second year to final year, enrolled as undergraduates in any discipline at the University of Canterbury (UC).

Furthermore, the findings would enable international students to reflect on their perceptions; and encourage professors and university authorities to identify what variations might lead to the improvement of international students’ educational outcomes, therefore, find better ways to maximize their chances of success.

**Julie White (presenting)**
Fiona Henderson (co-author)
Geri Pancini (co-author)

**Belonging to the Academy: How can PhD candidature become more inclusive?**

**Abstract**
The purpose of this presentation is to examine inclusive education in relation to doctoral candidature. The PhD experience is examined within the increasingly ‘managed’ university environment with its extensive accountability requirements for both candidates and their supervisors. Undertaking a PhD involves complex identity work and making a substantial contribution to knowledge in order to belong to the academy. These are juxtaposed with the performative requirements of ‘timely’ completions. This context foregrounds the Queen Street Project at Victoria University where supervisors, academic language and learning (ALL) lecturers and PhD candidates have begun a new program to develop capacity in communication, conceptualisation, writing and confidence. This offers the potential to work collaboratively to assist PhD candidates to belong and to negotiate a different path between performativity and creativity.
Rod Wills

Re-imaging disability for belonging: Community film and identity

Abstract

This paper explores notions of identity and belonging / not belonging and the manner in which the roles and identities of learners have been constructed by social contexts and understandings, as a part of the broader project of education and community living in Aotearoa New Zealand. In particular the identity of and the response to learners we call disabled is analysed critically and deconstructed to show how their role and place is framed by the ideas / ideals of normalcy. The data used to deliver this analysis is retrieved from the community films made by students as part of the work of Interacting Disability Theatre, and the community film classes facilitated by Hank Snell. Interacting Video is a You Tube channel with over 30 short films presented on it. As a body of work they represent the reimagined narratives of identity and experience that the participants want to place into this digital space. As a data set the material conveys a series of tropes and narratives that unravel the typically imagined account offered by special education and the mainstream understanding of disability with dominant themes of tragedy, misfortune and charity.

In place of these culturally dominant and normative narratives we might regard as a routinely representing being ‘disabled’, a new and defiant voice is evident. This overturns the ‘taken for granted’ and ‘commonsense’ understandings of disability and leaves the viewer in a position where they are forced to re-imagine disability. This analysis and presentation is sustained through the screening of extracts from a number of the short films. These extracts show that when the production of the representation of disability is in the control of disabled people a differentiated narrative may be readily offered where belonging is understood on the terms of the disabled person.
Melanie Wong
Is being gifted a curse? Stories form parents of gifted and twice-exceptional children about belonging in the education community

Abstract
This presentation is drawn from the findings of a doctoral research and explores parents’ experiences of the education environment. The parents who participated in the research came from several different countries, including the United States, Canada, Australia, India, Singapore and New Zealand. The data was collected through a closed Facebook group. The parents all have children who have been labelled or identified as gifted or twice-exceptional by schools or education professionals. The data showed many of these parents need to feel that they belong in the child’s learning environment. Teachers’ views of giftedness usually focus on measurement and achievement, and this perspective has positive, negative and intertwined consequences. Parents in the research shared the frustration they sometimes feel when they try to belong to and participate in their child’s schooling. The parents also expressed their concern about the competitive education environment: How can teachers make children and their whānau feel they belong when schools are continually been measured against achievement standards and performance results? When the learning environment becomes market driven, “results”, not learning, become the first priority. Both the early childhood curriculum and the New Zealand Curriculum for schools state that children and their whānau should feel they belong and be able to participate in the learning environment and in decision making. The parents’ stories illustrate the importance of policymakers’ and teachers’ constructions of the meanings of giftedness because their view points are influential and can have both positive and negative effects on children’s learning and participation. This presentation aims to start the conversation about the meaning of belonging, and how a sense of belonging in the education community is dependent on how giftedness is being constructed socially, not only by education professionals but also within society as a whole.