

# THE Inclusive Education SUMMIT 2019

It's about all of us

KOHIA CENTRE | THE UNIVERSITY OF AUCKLAND



# Programme

Friday 25 October to Sunday 27 October

## Welcome to TIES 2019

The 2019 Inclusive Education Summit invites us to meet, work and think together: People from marginalised groups, their families and whānau, allies and accomplices, researchers, students, educators and educational leaders, advocacy organisations.

Our aim is to consider how education systems can be part of a much wider agenda - the building of inclusive societies.

"It's about all of us" is a call to action.

HE=Higher Education

TE=Teacher Education

Themes for sessions  
SJ=Social Justice

PP=Policy and Practice

A=Arts

V=Voices

### Day 1: Friday 25th October

12.00	Registration desk opens Kohia Centre Maungawhau Room		
1.00			
1.30	Powhiri To be held at the Epsom Campus marae - Tūtahi Tonu Followed by afternoon tea at Kohia Centre		
3.00	Conference opening Te Kawehau Hoskins - Deputy Dean Faculty of Education and Social Work University of Auckland. New Zealand's Disability Rights Commissioner Paula Tesoriero		
	<b>Seminar 1/2</b>	<b>APPA Room</b>	<b>NZEI Room</b>
3.30	<b>Panel (60 min)</b> HE1 'It's for all of us - Making the exclusive, inclusive - Higher Education in Australia and New Zealand Paper 1: 'Where we have come from...' (Sharon Kerr) Paper 2: 'Where we are now' (Amanda Duell-Ferguson) Paper 3: 'Where we are going!' (Professor Patricia O'Brien)	<b>Panel (60 min)</b> TE1 "Educating Teachers: Formulaic training to diffractive practice Paper 1. Decentring teacher and student (Ben Whitburn) Paper 2. Relationality: Extinguishing what's between (Tim Corcoran) Paper 3. Building Connections (Aimy McAninly)	No parallel sessions
4.30			
4.40	<b>Papers (15 min)</b> HE2 Challenging Educational Orthodoxy: Inclusion in Indonesian higher education (Ro'fah Mudzakir)  HE3 Higher education participation among African refugee youth in Australia: Trends and policy implications (Tebeja Molla)	<b>Papers (15 min)</b> TE2 How is differentiated instruction recognised in the regular classroom? Building teacher capacity in mainstream schools (Kathryn Gibbs)  TE3 The orthodoxy of special education: It's all about inclusive education in Indonesia (Jamil Suprihatiningrum, Carolyn Palmer, Carol Aldous)	<b>Papers (15 min)</b> PP8 Refugee-background students in rural schools: a review of the research. (Jennifer Brown)  PP9(Withdrawn) An evidence-based road-map for transitioning to an inclusive education system in a resource-constrained country (Patrick Ojok)
5.15	Mix & mingle social event - Kohia Centre		
6.15			

It's about all of us

**Day 2: Saturday 26th October**

9.00	<b>KEYNOTE</b> Assoc Dean: Ann Cheryl Armstrong University of the South Pacific Room: Seminar 1		
10.00	<b>Morning Tea</b>		
10.30	<b>Panel (60 min)</b> HE4 "Political struggle for inclusion in higher education: A disabled student's manifesto  Paper 1. Political struggle for inclusion in higher education. (Ben Whitburn and Chris McMaster)  Paper 2. The need for systemic supports: Barriers faced by students with disabilities in the majority world (Mostafa Attia) (Unconfirmed)  Paper 3. Disability advocacy within the ableist environment of academia (Denise Beckwith)	<b>Panel (60 min)</b> TE4 "Supporting Teachers to include all: Research to practice.  Paper 1. Autism Cooperative Research Centre: The school years program (Suzanne Carrington).  Paper 2. Accounting for the needs of many, to meet the needs of all (Keely Harper-Hill, Michael Whelan, Jeremy Kerr, Wendi Beamish & Stephen Hay)  Paper 3. A UDL approach to improving classroom acoustics (Suzanne Carrington & Wayne Wilson)  Paper 4. InclusionED: a knowledge translation tool (Michael Whelan & Wayne Wilson)"	<b>Performances (30 min)</b> V3 Don't children with disabilities have a right to inclusion (Galina Nam)  <b>Paper (15 min)</b> V4 Hearing from parents of children with physical disability and their experience of inclusive education in New Zealand Barbara Fogherty-Perry
11.30			
11.40	<b>Performance (30 min)</b> HE6 Room 17 Goes Large - Creative Play and Belonging (Michael Whelan and Donna Hancox)	<b>Papers (15 min)</b> TE5 Toil and trial: A teacher's experience of becoming an inclusive educator (Badhoora Naseer)  TE6 "I have much to learn" ... what metaphors revealed about student teachers' understandings of their responsibility to teach all students well. (Lorraine McKay and Gill Rutherford)	<b>Papers (15 min)</b> PP10 "Lived experience - child advocacy education" (Adriana van Atvorst)  PP3 Converting academic research into policy: A networking approach (Leanne Varga)
12.10			
12.15	<b>Lunch</b>		
1.00			
1.15	<b>Papers (15 min)</b> SJ7 'Please Explain!'—public perception of student disability in mainstream education as voiced in Australian online social and news media. (Kathryn Gibbs and Melissa Cain)  SJ8 Autism through a metaphorical lens (Kit McIntyre)	<b>Papers (15 min)</b> TE7 The missing voices of sex education: Women and girls with physical disability (Denise Beckwith)  TE14 It's still not about all of us..." Re-envisioning New Zealand's Learning Support Delivery Model in response to children's and young people's perspectives on belonging and learning well at school (Jude Macarthur and Anne-Marie McIlroy)	<b>Panel (60 min)</b> 'Creating inclusive education opportunities in Papua New Guinea'  Paper 1: Community Based Inclusive Development - a prerequisite for the SDGs (Karen Jack)  Paper 2: A model of education for learners who are deaf or hard of hearing (Michael Lulu)  Paper 3: Lessons from developing an inclusive model of education for learners who are blind or have low vision (Sharon Duncan)  Paper 4: Applying community approaches for eye care to enable access to education (Dr Geoffrey Wabulembo)"
1.50	<b>Workshop (30 min)</b> ARTS1 "not a normal place": The exceptional work of Māpura Studios Paper 1: Māpura Studios: Making art and sharing time (Margaret Feeney & Molly Mullen) Paper 2: Working against exclusion in studio practice and beyond (Margaret Feeney) Paper 3: The ins and outs of resourcing inclusive arts practice at Māpura Studios (Molly Mullen)"	SJ6 Locked up but not locked out: enhancing equitable access to education in youth detention (Tim Corcoran, Julie White, Kitty te Riele, Alison Baker and Philippa Moylan)  PP1 Areas of practice and policy impacting students with disability in Australian schools. (Sam Brian)	
2.20			
2.30	<b>KEYNOTE</b> Sistah 6 K Road Chronicles		
3.30	<b>End of Day</b>		

**Day 3: Sunday 27th October**

9.00	<p><b>KEYNOTE</b>                  Senior Scholar award and Keynote                  Prof Angus Macfarlane, Professor of Māori Research,                  University of Canterbury                  Room: Seminar 1</p>		
10.00	<p>Morning Tea</p>		
10.30	<p><b>Workshop (30 min)</b>                  SJ1                  Inclusive schools disability pride: Tools for inclusion (Rachel Noble, Bernadette Macartney)</p>	<p><b>Workshop (30 min)</b>                  TE9                  Person Centred Planning for students with complex needs in a secondary setting (Josie Hanlon)</p>	
11.00			
11.10	<p><b>Papers (15 min)</b>                  SJ2                  Trans rights, rainbow education, queer theory, postcoloniality (Noah Romero)</p> <p>SJ3                  Academic achievement for sexual and gender minority and Heterosexual cisgender Students: What is significant in Aotearoa New Zealand (John Fenaughty)</p>	<p><b>Papers (15 min)</b>                  TE10                  Supporting gifted children: Taking mental and emotional needs into account (Mel Wong)</p> <p>TE11                  Tales from the telepresence robots: Connecting students with serious illness to their classrooms (Megan Gilmour)</p>	<p><b>Performance (30 min)</b>                  V1                  A Selection of Silver Noodle Soup (Bernadette Macartney)</p>
11.40			
11.50	<p><b>Papers(15 min)</b>                  SJ9                  Using Childhood Studies and Disability Studies to Understand Children’s Peer Cultures in a New Zealand Inclusive Primary School (Evelyn Christina)</p> <p>HE7                  Risking capability for access: Disabled students negotiating the capability imperative in medical education (Neera Jain)</p>	<p>TE12                  Understanding the Titanic: An exploration of play-based learning by a student with an impairment (Amy Claughton)</p> <p>TE13                  Stories of, in, through children: Enabling or disabling inclusion in early childhood education (Alison Li)</p>	<p><b>Performance (30 min)</b>                  V2                  The Inclusive Education Action Groups Voices Project: Education is about all of us - Listening and responding to the voices of young disabled people (Heather Lear, Sarah Lear and Anne-Marie McIlroy)</p>
12.20	<p>Lunch                  Video viewing in NZEI Room</p>		
1.00	<p>A conversation with disabled and neurodiverse young people about education.                  Led by Antonia Hannah and Bernadette Macartney for the Inclusive Education Action Group</p>		
2.00	<p><b>Papers (15 min)</b>                  HE5 (30 min )                  Good practice to support transition into tertiary education for people with disability in Australia. (Elicia Ford and Jessica Buhne)</p>	<p><b>Papers (15 min)</b>                  PP1(Unconfirmed)                  Leadership factors that foster inclusion in the schools of the Maldives (Ahmed Atif)</p> <p>PP4                  The architecture of schooling: A multidisciplinary inclusive framework (Foteini Pasenidou)</p>	<p><b>Papers (15 min)</b>                  PP5                  The building of capability: “It’s about all of us” is a shared space in regular classrooms. A review of a collaborative PD model in 42 schools.” (Maree Kirk)</p>
2.30	<p>Closing plenary                  Poroporoaki (Farewell)                  (Planning for 2020 TIES)</p>		
3.00			



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**TIES 2019 Summit**  
**The University of Auckland Faculty of Education and Social Work**  
**and**  
**Kohia Centre**