

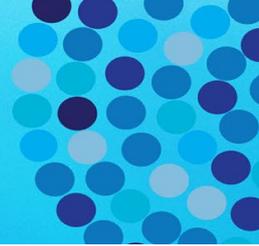
Inclusive Education Forum

What do we need to do to achieve systemic inclusive education in Australia?

Inclusive education is a human right in accordance with the United Nations Convention on the Rights of Persons with Disability (CRPD). General Comment No. 4 (United Nations, 2016) on Article 24 of the CRPD provides a precise definition of inclusion that distinguishes it from exclusion, segregation and integration. Despite international and national legal instruments, and the emergence of inclusive education policies in some states, genuine inclusion is yet to become reality for many Australian students with disability. Continuation of parent choice policies and commitments to expand segregation by state governments—*despite the obligation to transfer resources to implement systemic inclusive education reform*—has stymied implementation of inclusive education in Australia. The consequence of this impasse is that many students with disability continue to be excluded and marginalised with reduced opportunities to equal access and participation in education. In this C4IE Inclusive Education Forum, we analyse international reform efforts to assess what Australia needs to do to successfully implement genuine inclusive education.

Friday, 5 August 2022 | E550 Education Precinct, Kelvin Grove Campus, QUT Brisbane

8.30-8.55 am	REGISTRATION, TEA & COFFEE
8:55 -9.10 am	Acknowledgement of Country & Welcome to QUT's Centre for Inclusive Education Professor Linda Graham, <i>Director, The Centre for Inclusive Education</i>
9.15-9.45 am	Planning and implementation: Lessons from New Brunswick (virtual) Jody Carr, <i>Practicing Lawyer, Former Minister of Education, New Brunswick, Canada</i>
9.45-10.30 am	Learning from international experience: Looking to New Brunswick, Italy and Portugal Prof Suzanne Carrington, Dr Glenys Mann, Dr Sofia Mavropoulou, Dr Carly Lassig, A/Prof Beth Saggars <i>The Centre for Inclusive Education</i>
10.30-11.00 am	The right to an inclusive education: Interpreting Article 24 of the CRPD Emeritus Professor Andrew Byrnes, <i>UNSW</i>
11.00-11.30 am	MORNING TEA
11.30-12.00 pm	How well is Australia meeting its international obligations under the CRPD? Catia Malaquias, <i>lawyer, inclusive education advocate, and PhD candidate</i>
12.00-12.45 pm	Limitations of the 1992 Disability Discrimination Act: Providing ample case for change Dr Elizabeth Dickson, <i>Senior Lecturer, Law School, QUT</i>
12.45 - 1.30 pm	LUNCH
1.30– 2.15 pm	Interpretations of inclusive education in Australian education policies A/Prof Terri Bourke, A/Prof Jennifer Alford, Dr Sofia Mavropoulou & Dr Grazia Catalano <i>The Centre for Inclusive Education</i>
2.15–3.00 pm	Making Inclusion Happen: The Central Queensland Way Prof Linda Graham, A/Prof Terri Bourke, Kelly Jeppesen, Haley Tancredi
3.00-3.15 pm	AFTERNOON BREAK
	DISCUSSION PANEL
3.15-4.15 pm	What do we need to do now to make inclusion happen in Australia? Emeritus Professor Andrew Byrnes, Professor Suzanne Carrington, Trudy Graham & India Lennerth
4.15-4.30 pm	Next Steps in Our Plan Professor Linda Graham
4.30 pm	REFRESHMENTS & NETWORKING



FORUM SPEAKERS



Associate Professor Jennifer Alford

Jennifer is the Co-Leader of The Centre for Inclusive Education (C4IE) Inclusion and Exclusion Program. She is an Associate Professor in the Faculty of Creative Industries, Education and Social Justice at QUT. She is a current ARC DECRA Fellow (2021-2023) exploring critical reading with migrant and refugee-background youth in and out of school. She coordinates and teaches units related to English Curriculum Studies and English as an Additional Language and Dialect (EAL/D) in the Bachelor of Education at QUT.



Associate Professor Terri Bourke

Terri is the Co-Leader of C4IE's Curriculum and Learning Program. She is an Associate Professor in the Faculty of Creative Industries, Education and Social Justice at QUT. Her main areas of research are in standardisation, accountability, and professional standards in teacher education. As a geographer, she also research in geography education around assessment.



Emeritus Professor Andrew Byrnes

Andrew Byrnes is Emeritus Professor of International Law and Human Rights at the University of New South Wales, an associate of the Australian Human Rights Institute at UNSW. His publications address women's human rights, human rights of older persons, gender and human rights, national human rights institutions, economic and social rights, peoples' tribunals, and the incorporation of human rights in domestic law. He has served as President of the Australian and New Zealand Society of International Law and Vice-President of the Asian Society of International Law, as well as external legal adviser to the Australian Parliament's Joint Committee on Human Rights. He was involved in the drafting of the CEDAW Optional Protocol and the CRPD and has acted as pro bono adviser to the Asia Pacific Forum of NHRIs in the context of the Open-ended Working Group on Ageing. He has acted as a consultant to the UN on human rights, most recently as a consultant in the preparation of two recent studies by the Office of the UN High Commissioner for Human Rights on older persons and the international human rights framework and on a UNESCAP project on the harmonization of national laws with the CRPD.



Jody Carr

Jody Carr is a practicing lawyer and former minister for education from New Brunswick, Canada. During his time in office, Mr Carr championed systemic inclusive education reforms through progressive legislative changes that align education practices with the UN CRPD.



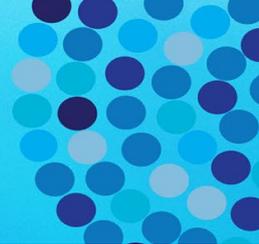
Professor Suzanne Carrington

Suzanne is a Professor in The Centre for Inclusive Education (C4IE) and a member of the Faculty of Creative Industries, Education and Social Justice. Suzanne's areas of expertise are in inclusive education, ethical leadership for inclusive schools, disability and teacher preparation for inclusive schools. She has engaged in research to inform policy and practice in Australian and international education contexts. She has published over 90 journal publications, books, book chapters and research reports.



Dr Grazia Catalano

Grazia has contributed to the development of government policies in the areas of equity in school education and in disability. Her roles in government have allowed her the opportunity to follow the enactment and review of policies at the levels of programs and practice from both head office and regional perspectives. She is a lead auditor for the NDIS, assessing providers operating under the legislation and practice standards of the NDIS. Her research interests are in disability, human rights and criminology.



Dr Elizabeth Dickson

Elizabeth Dickson is a C4IE member and Senior Lecturer in QUT's Law School. She is a qualified teacher and has taught in schools in both the state and independent education sectors. At QUT, Elizabeth teaches Introduction to Law and Discrimination and Equal Opportunity Law. Elizabeth's research interests are in the areas of Education Law, Discrimination Law, People with Disabilities, Rights and the Law Children, Rights and the Law.



Professor Linda Graham

Linda is Director of The Centre for Inclusive Education (C4IE) and a Professor in the Faculty of Creative Industries, Education and Social Justice. Her research investigates the role of education policy and schooling practices in the development of disruptive student behaviour and the improvement of responses to children that teachers can find difficult to teach. Linda is co-leading the Accessible Assessment ARC Linkage project with A/Prof Jill Willis *Improving Outcomes through Accessible Assessment and Inclusive Practices*.



Trudy Graham

Trudy is an Assistant Regional Director, Central Queensland Region in the Queensland Department of Education. With 29 years of experience as a school and system leader, her entire career has been in rural, remote and regional Queensland. Currently, she works with 28 schools including primary, secondary, special school, school of distance education and schools with State Delivered Kindergarten. Trudy facilitates professional learning communities for principals centred on Inclusive Education. She also hosts Central Queensland Region's Leading and Learning podcast.



Kelly Jeppesen

Kelly is Lead Principal, Central Queensland Region in the Queensland Department of Education. She has been involved in a number of leadership roles, including school principal in three different schools in Queensland. In 2017 she received a scholarship from the Department of Education to undertake a Master in Inclusive Education through QUT.



Dr Carly Lassig

Dr Carly Lassig is a C4IE member and Senior Lecturer in the QUT Faculty of Creative Industries, Education and Social Justice with a passion for social justice, equity, and inclusion. Her research and teaching interests include: inclusive education, disability, differentiation, Universal Design for Learning, gifted education, and creativity.



India Lenneth

India is a teacher and leader with the South Australian Department of Education who is passionate about inclusion and providing leadership that ensures all students can access a high quality and inclusive curriculum in their local schools. She has previously held roles as an inclusive leader and Deputy Principal and is currently the foundational Head of Inclusion at a new South Australian Department birth to 12 school. India is nationally certified as a Lead teacher. Before becoming a teacher, India studied a Bachelor of Dance Performance and was involved in performing arts and teaching dance to young people with disability. She is currently working towards Masters of Inclusive Education at QUT.



Catia Malaquias

Catia is an award-winning lawyer and human rights and inclusion advocate, board director and doctoral candidate at Curtin University, Western Australia. She is the founder of the not-for-profit organisation *Starting with Julius*, which promotes equal representation of people with disability in advertising, media and education and co-founder of *All Means All* – The Australian Alliance for Inclusive Education, a not-for-profit multi-stakeholder organisation working for the implementation of an inclusive education system in Australia.

**Dr Glenys Mann**

Glenys is a C4IE member and a Senior Lecturer in Inclusive Education at QUT. Her research focus is on parent-teacher partnerships in an inclusive education context and, specifically, the communication between teachers and parents. She is also interested in inclusive education for students with intellectual impairment and the role of special schools in an inclusive education system.

**Dr Sofia Mavropoulou**

Sofia is the Co-Leader of C4IE's Inclusion and Exclusion Program. She is a Senior Lecturer and Study Area Coordinator for the area of Inclusive Education (Master of Education) at QUT. She has received extensive training in the UK and US on a range of evidence-based strategies supporting students with autism in school, home and community settings. Sofia is passionate about creating autism-friendly environments to accommodate the strengths and preferences of persons with autism to promote their inclusion, independence and wellbeing.

**Associate Professor Beth Siggers**

Beth is an Associate Professor in C4IE. During her thirty years of teaching experience Beth has worked across all educational age groups in a diverse range of educational contexts. A focus of her teaching has always been developing supportive educational environments for students on the autism spectrum (ASD) In her research, Beth has a strong interest in the educational perspectives of key stakeholders including students with a diagnosis of ASD. While a key focus is best practices for supporting students with ASD in schools.

**Haley Tancredi**

Haley is a PhD candidate at QUT, where she is investigating the impact of teachers' use of accessible pedagogies on the classroom experiences, engagement and learning outcomes of students with language and attentional difficulties. Haley is a Senior Research Assistant in the Centre for Inclusive Education and is also a chief investigator on the Central Queensland Region Inclusion Action Research Project.