

Submission to the Teacher Education Ministerial Advisory Group

Submission

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CHILDREN WITH DISABILITY AUSTRALIA

CDA is the national peak body that represents children and young people with disability, aged 0-25 years. The organisation is primarily funded through the Department of Social Services (DSS) and is a not for profit organisation. Additional project funding is also currently received by the Australian Government Department of Education. CDA has a national membership of 5000 with the majority being families.

CDA's vision is that children and young people with disability living in Australia are afforded every opportunity to thrive, achieve their potential and that their rights and interests as individuals, members of a family and their community are met.

CDA's purpose is to advocate systemically at the national level for the rights and interests of all children and young people with disability living in Australia and it undertakes the following to achieve its purpose:

- **Education** of national public policy-makers and the broader community about the needs of children and young people with disability.
- **Advocacy** on behalf of children and young people with disability to ensure the best possible support and services are available from government and the community.
- **Inform** children and young people with disability, families and care givers about their rights and entitlements to services and support.
- **Celebrate** the successes and achievements of children and young people with disability.

People with disability are the largest minority group in the world, making up approximately 15% of the population¹ and more than 90% of students with disability in Australia attend mainstream schools². This means that it is common for general education teachers to teach students with disability in most classrooms across Australia, thus inclusive education is a necessary part of teacher education. Additionally, research provides evidence to demonstrate that teachers who actively engage in inclusive practice provide higher quality education³ and inclusive education has positive outcomes for all students⁴. Consequently, inclusive education is fundamental to teacher quality.

In this submission, considerations for developing inclusive, and therefore high quality, teachers are discussed. Limited teacher education for inclusion has been

¹ World Health Organisation (2011). *World report on disability*. Retrieved from http://www.who.int/disabilities/world_report/2011/en/

² Australian Bureau of Statistics (2009). *Children at school with disability, profiles of disability*, Commonwealth of Australia: Canberra. Retrieved from <http://www.abs.gov.au/ausstats/abs@nsf/Lookup/4429.0main+features100302009>.

³ Jordan, A., Glenn, C., & McGhie-Richmond, D. (2010). The Supporting Effective Teaching (SET) project: The relationship of inclusive teaching practices to teachers' beliefs about disability and ability, and about their roles as teachers. *Teaching and Teacher Education*, 26(2), 259–266; Jordan, A., Schwartz, E., & McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. *Teaching and Teacher Education*, 25(4), 535–542.

⁴ Cologon, K. (2013). *Inclusion in education: towards equality for students with disability*. Children with Disability Australia. Retrieved from <http://www.cda.org.au/cda-issue-papers>

identified as a fundamental barrier to inclusive education.⁵ This underscores the need to incorporate a strong focus, within teacher education, on developing inclusive teachers. We therefore welcome the opportunity to provide a submission to the *Teacher Education Ministerial Advisory Group* to address this necessary aspect of teacher quality and teacher education.

Inclusive education is about high quality education for all. However, feedback from students with disability and their families, along with low school completion rates (36% of students with disability compared to 60% of students without disability⁶), point to consistent issues with a lack of genuinely inclusive education. Consequently **a clear understanding of inclusive education and skills and confidence to bring about inclusion in everyday practice** is essential to quality teaching, and thus forms a key component of teacher education.⁷ This includes supporting teachers in learning to recognise misunderstandings of inclusion and why they are problematic, understanding the difference between integration and inclusion, and recognising macro- and micro-exclusion.⁸

What characteristics should be fostered and developed in graduate teachers through their initial teacher education?

As noted above, research provides evidence that inclusive teachers provide higher quality education for all students, thus **ensuring all teachers are supported in being inclusive is essential to student outcomes**. The attitudes of teachers have been found to be critical to the success of inclusive education.⁹ The 2012 review of the *Disability Standards for Education* found that negative attitudes are a major barrier to educational opportunities and freedom from discrimination in education in Australia.¹⁰ Consequently, **a positive attitude towards inclusive education** is a key characteristic of quality teachers. Teacher education focused on inclusive education has been found to enhance teacher attitudes towards inclusion.¹¹

Given the current state of the education system, and the frequent experiences of exclusion for students with disability, teachers need to be supported to develop not only positive attitudes towards inclusive education, but the **confidence, motivation and determination to persevere** with working towards the change

⁵ Brown, C. M., Packer, T. L., & Passmore, A. (2013). Adequacy of the regular early education classroom environment for students with visual impairment. *Journal of Special Education*, 46(4), 223–232; Hehir, T. (2002). Eliminating ableism in education. *Harvard Educational Review*, 72(1), 1–32.

⁶ Australian Bureau of Statistics (2012) *Disability – education and employment, disability, ageing and carers, Australia, summary of findings 2012*, Commonwealth of Australia: Canberra. Retrieved from <http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/E82EBA276AB693E5CA257C21000E5013?opendocument>

⁷ Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–1173; Cologon, K. (2013). *Inclusion in education: towards equality for students with disability*. Children with Disability Australia. Retrieved from <http://www.cda.org.au/cda-issue-papers>

⁸ Cologon, K. (2014). Better together! Inclusive education in the early years. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 1). Oxford University Press: South Melbourne.

⁹ Berlach, R. G., & Chambers, D. J. (2011). Interpreting inclusivity: an endeavour of great proportions. *International Journal of Inclusive Education*, 15(5), 529–539; Carlson, L., Hemmings, B., Wurf, G., & Reupert, A. (2012). The instructional strategies and attitudes of effective inclusive teachers. *Special Education Perspectives*, 21(1), 7–20.

¹⁰ Department of Education, Employment and Workplace Relations. (DEEWR) (2012). *Report on the Review of Disability Standards for Education 2005*. Canberra: Commonwealth of Australia.

¹¹ Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–1173.

needed to bring about inclusion in reality.¹² This requires the **ability to take into consideration other people's views**, along with **active leadership**.

Flexibility and creativity in approaches to teaching and problem solving, as well as openness to learning new skills and learning through trial and error, are important characteristics of quality, inclusive teachers.¹³

The role of the family is paramount to education outcomes and teachers need to be supported to develop **understanding of family perspectives on inclusive education**, including parent perspectives relating to collection, recording and sharing of information and to identify the essential roles of the family in the education of their children.¹⁴ Teachers also need to understand the importance of considering the perspectives of students with disability.¹⁵ Together this points to the importance of educators **valuing respectful relationships with children and families** and reflecting on the role of teachers in **working with students and families to facilitate inclusion**.

Inclusive education is the right of every child, including all students with disability.¹⁶ All teachers need to fully understand and **recognise this right to inclusive education**, and understand that there is no evidence to support the common assumption, or myth, that segregated special education is superior to inclusive education for some children.¹⁷ Teachers need to be supported in learning to **view 'difference' and 'disability' as a positive, not a deficit**, and to develop an **understanding that all children are equal (yet different)** and that all have potential.

High quality teachers **actively resist stereotyping children** and instead **welcome diversity amongst students**, seeking to **cater to the individual strengths and needs of every student and working to ensure each student can flourish**.¹⁸ This includes **valuing, celebrating and catering for multiple modes of communication and participation**.¹⁹ It also involves presuming competence – **recognising that everyone can learn** – and that teachers play a vital role in supporting student development.²⁰

In order to develop these characteristics of inclusive – high quality – teachers, teachers need the opportunity to examine and come to **understand the social construction of disability, and the influence of the teacher and support staff on the experience of disability**. Teachers must be **reflective critical thinkers** with the **confidence to mentor others in the profession** in order to provide

¹² Cologon, K. (2014). Constructing inclusion: putting theory into practice. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 26). Oxford University Press: South Melbourne.

¹³ Carlson, L., Hemmings, B., Wurf, G., & Reupert, A. (2012). The instructional strategies and attitudes of effective inclusive teachers. *Special Education Perspectives*, 21(1), 7–20.

¹⁴ Cologon, K. (2014). 'Not just being accepted, but embraced' Family perspectives on inclusion. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 5). Oxford University Press: South Melbourne.

¹⁵ Connors, C., & Stalker, K. (2007). Children's experiences of disability: Pointers to a social model of childhood disability. *Disability & Society*, 22(1), 19–33.

¹⁶ United Nations. (2006). *Convention of the Rights of Persons with Disabilities*. Retrieved from www.un.org/disabilities/convention/conventionfull.shtml

¹⁷ Cologon, K. (2013). *Inclusion in education: towards equality for students with disability*. Children with Disability Australia. Retrieved from <http://www.cda.org.au/cda-issue-papers>

¹⁸ *Ibid*

¹⁹ Hehir, T. (2002). Eliminating ableism in education. *Harvard Educational Review*, 72(1), 1–32.

²⁰ Biklen, D., & Burke, J. (2006). Presuming competence. *Equity & Excellence in Education*, 39(2), 166–175.

the best possible education for all Australian children, including students with disability. This requires examining the key elements of, and differences between, models of disability, considering the social relational aspects of disability and **developing a social relational understanding of disability.**²¹

What teaching practices should be developed in graduate teachers through their initial teacher education?

Examining features of inclusive environments and communities is important in building a foundation from which to create inclusive structural arrangements.²² For example, **inclusive physical arrangements of an educational setting and careful consideration of the way students are grouped within the classroom and activities** to maximise participation and belonging. **Consideration of resources within the context of the structure and culture within a setting** is required to avoid deficit-based thinking that undermines inclusive practices.²³

Within teacher education it is essential to support teachers in understanding and using **appropriate and respectful terminology and language.** This includes, **understanding person-first language, and critically examining processes of labelling.**²⁴

Teachers need to be provided with information regarding their roles, the roles of other professionals, and considerations for **working collaboratively to support the inclusion of students with disability.**²⁵ This includes **developing confidence in communicating effectively with a range of professionals to ensure that support is provided in a way that facilitates inclusion,** rather than creating micro-exclusion.²⁶

Working collaboratively also requires **implementing student-centred and family-centred practice.** This involves developing understanding of the fundamental components of student- and family-centred practice and examining the effect of practices on students and families.²⁷

Along with consideration of how to **build partnerships** and work collaboratively with families and a range of other professionals, teacher education needs to incorporate a focus on **how to get access to information,**

²¹ Cologon, K., & Thomas, C. (2014). Ableism, disablism and the early years. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 2). Oxford University Press: South Melbourne.

²² Ferguson, D. L. (2008). International trends in inclusive education: the continuing challenge to teach each one and everyone. *European Journal of Special Needs Education*, 23(2), 109–120

²³ Purdue, K. (2009). Barriers to and facilitators of inclusion for children with disabilities in early childhood education. *Contemporary Issues in Early Childhood*, 10(2), 133–143

²⁴ Purdue, K. (2009). Barriers to and facilitators of inclusion for children with disabilities in early childhood education. *Contemporary Issues in Early Childhood*, 10(2), 133–143; Cologon, K. (2014). More than a Label? The power of language. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 3). Oxford University Press: South Melbourne

²⁵ Finke, E. H., McNaughton, D. B., & Drager, K. D. R. (2009). "All children can and should have the opportunity to learn": General education teachers' perspectives on including children with autism spectrum disorder who require AAC. *Augmentative and Alternative Communication*, 25(2), 110–122; Wong, S. (2014). Interprofessional practice to support inclusion. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 10). Oxford University Press: South Melbourne.

²⁶ Cologon, K. (2013). *Inclusion in education: towards equality for students with disability*. Children with Disability Australia. Retrieved from <http://www.cda.org.au/cda-issue-papers>

²⁷ Fordham, L., & Woodrow, C. (2014). Family-centred practice for inclusive early years education. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 9). Oxford University Press: South Melbourne.

resources and support.²⁸ Identifying the expectations for inclusive practice present in policy and legislation, including **recognising the implications of national curriculum frameworks** is also essential.²⁹

Teachers need to develop skills and confidence in **adapting and differentiating the curriculum** and **planning for inclusion**, including understanding of **individualised planning processes** such as Individualised Family Service Plans and the Individualised Education Plans (and various other versions of individualised planning processes).³⁰ This involves understanding the role of assessment in planning for inclusion and avoiding assumptions about student capabilities, **recognising the importance of a strengths-based approach**, and **developing a range of strategies to assess student strengths, interests and needs.**³¹ Knowledge of **universal design for learning** is key.³² Planning for inclusion also includes **a focus on extension and enrichment in everyday practice.**³³

High quality teachers are skilled at drawing on theory to inform approaches to reflective and inclusive practice. To enable the implementation of inclusive planning, teachers not only need to know how to apply theory in practice and access information, resources and supports as needed, but they also **need confidence in using practical strategies to facilitate inclusive education.**³⁴ Consequently, teacher education should include the opportunity to develop a range of practical strategies to assist in facilitating inclusion. For example: an introduction to **Augmentative and Alternative Communication (AAC)** and an understanding of how AAC can support the quality provision of academic and social inclusion; the opportunity to develop **knowledge about preparing the environment and using auditory and visual aids**; and **consideration of how to maximise development, social interaction and learning within an inclusive setting**, including supporting collaborative peer learning.³⁵

²⁸ Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society* 23(7), 773–85.

²⁹ Petriwskyj, A. (2014). Legislation and policy in early years inclusion. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 4). Oxford University Press: South Melbourne.

³⁰ Cologon, K., & Cocksedge, D. (2014). The A–Z of IFSPs, IEPs and SSPs!: Positive planning for inclusion. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 11). Oxford University Press: South Melbourne; Spandagou, I. (2014). Adapting the curriculum in the school years. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 12). Oxford University Press: South Melbourne.

³¹ Cologon, K., & Cocksedge, D. (2014). The A–Z of IFSPs, IEPs and SSPs!: Positive planning for inclusion. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 11). Oxford University Press: South Melbourne; Hodge, K. (2014). Extending and enriching children's learning. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 25). Oxford University Press: South Melbourne; Spandagou, I. (2014). Adapting the curriculum in the school years. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 12). Oxford University Press: South Melbourne

³² Valle, J., & Connor, D. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York: McGraw-Hill

³³ Hodge, K. (2014). Extending and enriching children's learning. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 25). Oxford University Press: South Melbourne.

³⁴ Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–1173.

³⁵ Brown, C. M., Packer, T. L., & Passmore, A. (2013). Adequacy of the regular early education classroom environment for students with visual impairment. *Journal of Special Education*, 46(4), 223–232; Iacono, T., & Cologon, K. (2014). Inclusion of children through augmentative and alternative communication supports. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 23). Oxford University Press: South Melbourne; Pagliano, P. (2014). Including children with sense impairments in the early years. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 22). Oxford University Press: South Melbourne.

Representation and constructions of disability in popular culture also need to be considered.³⁶

Supporting positive behaviour is one of the areas of greatest concern for many teachers.³⁷ Understanding behaviour is essential for high quality teaching practice. Teachers require support to develop **the ability to analyse student behaviour, interpret common behaviours and avoid misperceptions** that may alienate students and exacerbate issues related to behaviour.³⁸

Recognising the varied transitions that students encounter throughout their education, teachers need to **understand strategies to support transitions**. This includes understanding the role of partnerships with families, communities, colleagues, and dialogue with students.³⁹

Overall, inclusive education involves **ensuring that all students are active and valued participants**. This requires engagement in critically reflective practice, with a view to moving beyond rhetoric towards genuinely inclusive education.

What level of integration should there be between initial teacher education providers and schools?

Universities that engage in teacher education need to have strong and ongoing contact with schools. This is important both for initial teacher education and for continuing professional development.

One of the realities of a society that frequently excludes people with disability is that for many people there is an element of fear regarding interacting with and teaching students with disability. In fact, stigma is a common experience for people with disability and their families in Australia, even today.⁴⁰ Consequently, researchers have suggested that **teachers need the opportunity to interact and build relationships with people with disability** through their teacher education.⁴¹ However, there is the danger of objectifying people with disability, thus it is essential that great care is taken in creating opportunities for respectful and equal interactions. For example, **involving people with disability in the education of teachers** through sharing of expertise⁴², and **providing opportunities for teachers to observe and participate in genuinely inclusive education**.

³⁶ Cologon, K. (2013). Growing up with 'difference': Inclusive education and the portrayal of characters who experience disability in children's literature. *Write4Children: The International Journal for the Practice and Theories of Writing for Children and Children's Literature*, 4(2), 100–120.

³⁷ Loreman, T., Forlin, C. & Sharma, U. (2007). An international comparison of pre-service teacher attitudes to inclusive education. *Disability Studies Quarterly*, 27(4), 1-13.

³⁸ Graham, L.J. (2014). (Un)Becoming behaviour. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 24). Oxford University Press: South Melbourne.

³⁹ Petriwskyj, A. (2014). Transitions in the early years. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 13). Oxford University Press: South Melbourne

⁴⁰ Lilley, R. (2013). It's an absolute nightmare: Maternal experiences of enrolling children diagnosed with autism in primary school in Sydney, Australia. *Disability and Society* 28(4), 514–526.

⁴¹ Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society* 23(7), 773–85.

⁴² Raphael, J., & Allard, A.C. (2013). Positioning people with intellectual disabilities as the experts: enhancing pre-service teachers' competencies in teaching for diversity. *International Journal of Inclusive Education*, 17(2), 205-221.

Opportunities for teacher education students to observe, participate and practice teaching in inclusive settings is, however, a challenge given the current lack of widespread genuine inclusive education. In the broader context of education in Australia, inclusive education is a relatively new phenomenon, thus many **current teachers require considerable support to bring about inclusion**. Universities therefore have a considerable role in supporting schools. This has benefits for the schools (and their students), as well as for the universities, in that support to bring about inclusive education can also produce settings where teacher education students can be placed for practicum so as to gain experience in inclusive education. While this is not currently a common approach, there are examples of where universities have supported inclusive education within schools.⁴³ These examples can provide a blueprint to build further collaborative partnerships with schools and early childhood settings.

Furthermore, the development of a teacher does not end with graduation from university. **Ongoing engagement between universities and education settings is essential for strengthening and deepening pedagogical understanding and to enable teachers to keep up to date with research, and therefore 'best practice'**. This underlines the importance of universities being involved in professional development of teachers throughout their teaching careers. The emergence of inclusive education is an example of an area where teachers need the support of professional development in order to close the gap between research and practice.

What balance is needed between understanding what is taught and how it is taught?

It is necessary for theory and content to be taught together to ensure a balanced approach. Content knowledge is important for teachers. However, this must come hand in hand with the pedagogical skills to engage students in learning this content. Having an understanding of *what* is taught is of little or no use, if there is no understanding of *how* it is taught. In other words, if the pedagogy is lacking in teachers, these teachers are not likely to inspire or foster education at all. Theory and practice needs to be in sync and well balanced.

Conclusion

Teacher education for inclusion is essential to developing the characteristics of high quality teachers. However, research provides evidence that teacher education intended to produce inclusive teachers does not always achieve this goal. In fact approaches to teacher education that are focused around diagnostic categories and characteristics of 'difference' and 'disability' have been found to be detrimental to the goal of producing inclusive educators.⁴⁴ Thus, many educators feel ill-equipped for the challenges of their role.⁴⁵ Notions

⁴³ Causton-Theoharis, J., Theoharis, G., Bull, T., Cosier, M., & Dempf-Aldrich, K. (2011). Schools of promise: a school district-university partnership centered on inclusive school reform. *Remedial and Special Education, 32*(3) 192–205; Cologon, K. (2014). Inclusive literacy learning. In K. Cologon (Ed) *Inclusive education in the early years: Right from the start* (Chapter 18). Oxford University Press: South Melbourne; Mogharreban, C., & Bruns, D. (2009). Moving to inclusive pre-kindergarten classrooms: lessons from the field. *Early Childhood Education Journal, 36*(5), 407–414.

⁴⁴ Baglieri, S., Bejoian, L. M., Broderick, A. A., Connor, D. J., & Valle, J. (2011). [Re]claiming "Inclusive education" toward cohesion in educational reform: disability studies unravels the myth of the normal child. *Teachers College Record, 113*(10), 2122-2154

⁴⁵ Hemmings, B., & Woodcock, S. (2011). Preservice teachers' views of inclusive education: A content analysis. *Australasian Journal of Special Education, 35*(2), 103–116.

of 'difference' and 'disability' need to be explored in the context of the provision of inclusive education. **Educating inclusive teachers requires engagement with Critical Disability Studies and, in particular, Disability Studies in Education.** This is necessary in supporting teachers in developing an understanding of the social construction of disability and the significant role that teachers play in creating disabling conditions or in removing barriers to participation and inclusion. Through research, key aspects of teacher education have been identified. As noted in our recent issues paper on inclusive education⁴⁶ these include:

- Teacher education that supports teachers in recognising and removing discriminatory, stigmatising and stereotyped attitudes, representations and approaches.⁴⁷
- Supporting teachers to move beyond deficit thinking, entrenched within the special education paradigm, towards welcoming and celebrating diversity.⁴⁸
- Learning about and developing understanding of inclusive education.⁴⁹
- Engaging in critical reflection about beliefs and practices.⁵⁰
- Developing knowledge of flexible pedagogy and universal design for learning.⁵¹
- Engaging with (critical) disability studies in order to develop understanding of the social construction of disability and the role of the teacher in reducing discrimination, stigmatisation and exclusion, and facilitating inclusion and belonging.⁵²
- Developing an understanding of diversity as a resource, rather than a 'problem' and learning to presume competence and hold positive

⁴⁶ Cologon, K. (2013). *Inclusion in education: towards equality for students with disability*. Children with Disability Australia. Retrieved from <http://www.cda.org.au/cda-issue-papers>

⁴⁷ Beckett, A. E. (2009). 'Challenging disabling attitudes, building an inclusive society': Considering the role of education in encouraging non-disabled children to develop positive attitudes towards disabled people. *British Journal of Sociology of Education*, 30(3), 317–329; Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–1173; McLean, M.A. (2008). Teaching about disability: An ethical responsibility? *International Journal of Inclusive Education* 12(5), 605–19.

⁴⁸ Broderick, A. A., Hawkins, G., Henze, S., Mirasol-Spath, C., Pollack-Berkovits, R. Prozzo Clune, H., Skovera, E., & Steel, C. (2012). Teacher counter narratives: transgressing and 'restorying' disability in education, *International Journal of Inclusive Education*, 16(8), 825–842; Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–1173; Lalvani, P. (2013). Privilege, compromise, or social justice: Teachers' conceptualizations of inclusive education. *Disability & Society*, 28(1), 14–27; Slee, R. 2001. Social justice and the changing directions in educational research: The case of inclusive education. *International Journal of Inclusive Education* 5(2-3), 167–78.

⁴⁹ Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–117; Hemmings, B., & Woodcock, S. (2011). Preservice teachers' views of inclusive education: A content analysis. *Australasian Journal of Special Education*, 35(2), 103–116.

⁵⁰ Baglieri, S. (2008). 'I connected': Reflection and biography in teacher learning toward inclusion. *International Journal of Inclusive Education*, 12(5-6), 585–604; Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–117; Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society* 23(7), 773–85

⁵¹ Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–117; Connor, D., & Goldmansour, K. (2012). Doing the civil right thing: Supporting children with disabilities in inclusive classes. *Bankstreet Occasional Papers*, 28. Retrieved from <https://www.bankstreet.edu/occasional-papers/occasional-papers-28/doing-the-civil-right-thing/>; Kasa-Hendrickson, C., & Kluth, P. (2005). "We have to start with inclusion and work it out as we go": Purposeful inclusion for non-verbal students with autism. *International Journal of Whole Schooling*, 2(1), 2–14.

⁵² Broderick, A. A., Hawkins, G., Henze, S., Mirasol-Spath, C., Pollack-Berkovits, R. Prozzo Clune, H., Skovera, E., & Steel, C. (2012). Teacher counter narratives: transgressing and 'restorying' disability in education, *International Journal of Inclusive Education*, 16(8), 825–842; Grenier, M. (2010). Moving to inclusion: A socio-cultural analysis of practice. *International Journal of Inclusive Education*, 14(4), 387–400; Lalvani, P. (2013). Privilege, compromise, or social justice: Teachers' conceptualizations of inclusive education. *Disability & Society*, 28(1), 14–27.

expectations of all children.⁵³

- Learning about available supports for facilitating inclusive education.⁵⁴
- Developing an understanding of the importance of building relationships with children in order to meet individual needs.⁵⁵
- Recognising the importance of listening to people with disability, including children, and drawing on the disability rights movement in striving towards inclusive education.⁵⁶ Within this, providing opportunities for respectful engagement with people with disability and their families.⁵⁷
- Establishing strategies for ongoing collaboration with other teachers, including the provision of a 'theoretical toolbox' to assist with engaging in ongoing critical thinking and critical reflection.⁵⁸

Educating high quality teachers who are equipped to bring about inclusion requires a focus on inclusive education as a core component of teacher education. Ongoing professional development for all teachers and all other professionals involved in supporting inclusive education is essential.

⁵³ Biklen, D. (2000). Constructing inclusion: Lessons from critical, disability narratives. *International Journal of Inclusive Education*, 4(4), 337–353; Biklen, D., & Burke, J. (2006). Presuming competence. *Equity & Excellence in Education*, 39(2), 166–175; Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–117; Grenier, M. (2010). Moving to inclusion: A socio-cultural analysis of practice. *International Journal of Inclusive Education*, 14(4), 387–400; Kasa-Hendrickson, C., & Kluth, P. (2005). "We have to start with inclusion and work it out as we go": Purposeful inclusion for non-verbal students with autism. *International Journal of Whole Schooling*, 2(1), 2–14.

⁵⁴ Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–117; Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society* 23(7), 773–85

⁵⁵ Cologon, K. (2012). Confidence in their own ability: Postgraduate early childhood students examining their attitudes towards inclusive education. *International Journal of Inclusive Education*, 16(11), 1155–117; Kalyva & Avramidis, 2005

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