What works for students with disabilities in inclusive secondary schools? Autonomy, access and community participation

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Workshop Goals

- Quality Teaching and Learning Experiences
- Enhanced Capabilities
- Collaborative and Purposeful Relationships
"Everyone is a genius. But, if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." - Albert Einstein
"There has been a rush to apply the rhetoric of inclusive education. Sadly the practice that it describes is often less than inclusive."

(Moore & Slee, 2012, p. 235)
Nihil de nobis, sine nobis
Qualitative Inquiry

- Work Small
- Analytically
- Participatory design
- Students with disabilities in inclusive schools
- Australia and Spain
"To their own satisfaction they manage to locate such coverings, but the cloaks that they think protect them are in reality such tattered and transparent garments that they reveal their wearers in all their naked incompetence."

Conceptual Theory of Inclusive Education viewed by young people with VI

VI STUDENT AUTONOMY

Seamlessness of Access: Academic and social

Facilitators

Inhibitors

Inclusive School Culture

Student ability and opportunity to exercise agency

Entrenched culture of deficit and support

 Appropriately adapted pedagogy

Pedagogical deficits and under servicing

Paraprofessional services – “lite”

Paraprofessional services – “heavy”
“It’s like being in mainstream with a chaperone. It’s like going to a party with your parents, or something” (Whitburn 2013, 153).

Mainstream: “Some sort of Stream”

“A water slide without any water. You get stuck half way down” (ibid).
Community participation in Spanish Secondary Schools

- “They try to turn us into pineapples”
Different degrees of ‘normal’ in Spain

Good

Not so good 😞
"I would like to be able to understand [the work] of my classmates, but it's like you work in a different way. It's not like you are in visible, but …"
A call to action

- How can we build a culture of inclusion in our schools?
- How might we improve Teaching and Learning Experiences so all students and staff are included?
- What might help us to enhance capabilities?
- How can we maximise collaborative and purposeful relationships?
Conclusions

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