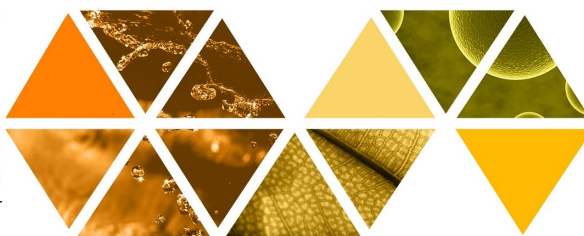




Australian Government  
Australian Research Council

**EI**  
**2018**  
ENGAGEMENT  
AND IMPACT



# Engagement and Impact 2018

**Monash University**

**MON13 (SS) - Impact**

## Overview

### Title

*(Title of the impact study)*

Developing and testing indicators for inclusive education

### Unit of Assessment

13 - Education

### Additional FoR codes

*(Identify up to two additional two-digit FoRs that relate to the overall content of the impact study.)*

### Socio-Economic Objective (SEO) Codes

*(Choose from the list of two-digit SEO codes that are relevant to the impact study.)*

93 - Education and Training

### Australian and New Zealand Standard Industrial Classification (ANZSIC) Codes

*(Choose from the list of two-digit ANZSIC codes that are relevant to the impact study.)*

80 - Preschool and School Education

### Keywords

*(List up to 10 keywords related to the impact described in Part A.)*

Special Education

disabilities

inclusion

diversity

support

learning needs

professional development

### Sensitivities

Commercially sensitive

No

Culturally sensitive

No

### Sensitivities description

*(Please describe any sensitivities in relation to the impact study that need to be considered, including any particular instructions for ARC staff or assessors, or for the impact study to be made publicly available after EI 2018.)*

### Aboriginal and Torres Strait Islander research flag

*(Is this impact study associated with Aboriginal and Torres Strait Islander content?)*

*NOTE - institutions may identify impact studies where the impact, associated research and/or approach to impact relates to Aboriginal and Torres Strait Islander peoples, nations, communities, language, place, culture and knowledges and/or is undertaken with Aboriginal and Torres Strait Islander peoples, nations, and/or communities.)*

No

### Science and Research Priorities

*(Does this impact study fall within one or more of the Science and Research Priorities?)*

No

# Impact

## Summary of the impact

*(Briefly describe the specific impact in simple, clear English. This will enable the general community to understand the impact of the research.)*

We have examined why educators in Australia and overseas are apprehensive about teaching students with diverse learning needs in mainstream classrooms.

By developing and testing relevant curricula with educators locally and internationally, and creating methodological frameworks to determine the fundamental capabilities of an effective inclusive teacher ("the head, heart and hands"), we have enhanced the capability of teachers in Australia, The Pacific Islands and Bangladesh. Additionally, we developed a resource tool to determine the level of adjustment needed for students with disabilities and another to personalise learning for those students. Our work has underpinned policies in Australia and overseas regarding the inclusion of learners with disabilities into mainstream classrooms.

## Beneficiaries

*(List up to 10 beneficiaries related to the impact study)*

Teacher educators

Teachers

Parents

Students/people with disabilities

Policy makers, Ministry of Education, Human Resource Development

School Leaders

## Countries in which the impact occurred

*(Search the list of countries and add as many as relate to the location of the impact)*

Australia

Fiji

Solomon Islands

China (excludes SARs and Taiwan)

Bangladesh

India

## Details of the impact

*(Provide a narrative that clearly outlines the research impact. The narrative should explain the relationship between the associated research and the impact. It should also identify the contribution the research has made beyond academia, including:*

- who or what has benefitted from the results of the research (this should identify relevant research end-users, or beneficiaries from industry, the community, government, wider public etc.)*
- the nature or type of impact and how the research made a social, economic, cultural, and/or environmental impact*
- the extent of the impact (with specific references to appropriate evidence, such as cost-benefit-analysis, quantity of those affected, reported benefits etc.)*
- the dates and time period in which the impact occurred.*

*NOTE - the narrative must describe only impact that has occurred within the reference period, and must not make aspirational claims.)*

Monash University led a program of research into inclusive education, 2013-2016, that has made a significant impact on teachers, policy makers, parents and students with disabilities internationally and in Australia.

Internationally, the inclusive education research program resulted in the development of The Pacific Indicators for Inclusion. These indicators are used across four countries of the Pacific to identify and monitor national priorities on inclusive education. The project was internationally awarded for using a highly culturally sensitive approach (United Nations Zero Project Award) that respected, incorporated and embedded the views of local key stakeholders. Stakeholders included the CEO of Pacific Disability Forum, the Disability Research Officer from Pacific Islands Forum Secretariat (PIFS) members representing Disability People Organisations (DPO), teacher educators, ministerial representatives, and members of the Teacher Union, NGOs, parents and young people with disabilities. The approach provided a new way to undertake research, with the end users considered co-researchers in the Pacific. Regular meetings were held between University of Melbourne, Monash University, Victoria University, and key stakeholders from the Pacific. The Pacific Indicators project involved over 10 universities including institutions based in the USA, Canada, New Zealand, the Solomon Islands and the South Pacific. The framework was used by the countries of the Pacific region in developing Regional Frameworks for Inclusive Education. The Canadian Research Centre on Inclusive Education has now translated the guidelines into French to use in Haiti.

Monash funded, created and maintains the Pacific INDIE website to enable the outcomes from the research to be made accessible to anyone in the world. The website contains guidelines for implementation for inclusive education that are translated into several languages.

The research team also developed the national policy on inclusive education for the Solomon Islands that identified key recommendations. The policy was approved by the National Government and several recommendations were enacted during the reference period including setting up (in response to Recommendation 1) a National Resource Centre to provide education resource support for teachers in the Solomon Islands.

This research also led to the development of the purpose-designed 'heart, head and hands' train-the-trainer model, which is used by in-service educators from 50 Bangladesh schools to teach students with disabilities. It resulted in significant improvements in teacher capacity to teach in inclusive classrooms. Positive outcomes included a significant increase in enrolments in all 10 schools and no school drop-out rates. In recognition of the success of this research program, it received another international award from the Zero Project Committee. The curricula developed as part of this research was also taught to teacher educators in the Solomon Islands, who subsequently taught all pre-service teachers (PST). The impact of the program was identified by teacher educators who reported positive changes in the level of teaching efficacy and attitudes towards inclusion among future teachers. All trainee teachers (121) in the Solomon islands took this course at the Solomon Island National University and a new generation of teachers continue to be educated with heart, head and hands framework. The curriculum is listed on the UNESCO website as preferred models for teacher preparation for inclusion.

In Australia, the research team developed a novel Moderation Tool for National Collection of Data on Disability. Prior to the development of the tool, no data was available to make decisions around the assessment of student disabilities and how this may affect student learning and wellbeing. The tool was endorsed by all Departments of Education (public and private sector) and is now used by teachers in Australian schools to determine the level of adjustment needed for students with disabilities and to make a case for funding support for students with special needs.

In New South Wales, the team worked with the Department of Education to design and further develop the Personalised Learning and Support Signposting tool, now widely used across schools in personalising the curriculum for students with disabilities. Again, this provided a way to identify the impact of disability on student access to educational opportunities and how this impacted learning outcomes. The tool has been important in

determining what adjustments are needed to teach students with a disability. The tool also has the potential to provide rich data for the Nationally Consistent Collection of Data on Disability that all schools are required to collect nationally.

Two reviews were also undertaken for the Victorian Department of Education and Training on how best to fund education of students with learning disabilities and autism spectrum disorders (ASD). The project findings were used to draft key recommendations in the 2015 Program for Students with Disabilities guidelines on funding of education for students with special needs. The recommendations have been enacted through the development of a new funding model for the education of students with ASD and learning disabilities.

The inclusive education research program led by Monash University has also provided further training opportunities with two students undertaking a PhD in this area at Monash. Monash trainee teachers can now also complete placements in the Cook Islands in the Pacific.

## Associated research

*(Briefly describe the research that led to the impact presented for the UoA. The research must meet the definition of research in Section 1.9 of the EI 2018 Submission Guidelines. The description should include details of:*

- what was researched*
- when the research occurred*
- who conducted the research and what is the association with the institution)*

### What was researched?

A series of research questions have guided the projects described above.

1. How best to prepare teachers to include all learners with disabilities in countries with limited resources and social cultural barriers (projects funded through Department of Foreign Affairs and Trade)
2. How best to design policies that make impact on the ground and measure progress of developing countries in implementing the policies? (projects funded by DFAT)
3. How best to fund inclusive education of students with disabilities (more specifically of those with learning disability or Autism Spectrum Disorders)? (DET, Victoria)
4. What are the best practices in creating personalised learning and support plans for students with disabilities? (DET, NSW; DET, VIC).

When the research occurred?

2005-2016

Who conducted the research?

Monash researchers - Professor Sharma, Professor Deppeler, Drs Furlonger, DeBruin, and their 8 doctoral level students conducted the research. Their international colleagues have included academics at other universities and end users of research, including the CEO of the Pacific Disability Forum, Disability Research Officer from Pacific Islands Forum Secretariat, Research Associates representing Disability People Organisations. Nationally, departmental representatives from DET, VIC and NSW have also participated in joint paper writing and conference presentations.

## FoR of associated research

*(Up to three two-digit FoRs that best describe the associated research)*

13 - Education

## References (up to 10 references, 350 characters per reference)

*(This section should include a list of up to 10 of the most relevant research outputs associated with the impact)*

Furlonger, B. E., Sharma, U., Moore, D. W., & Smyth King, B. (2010). A new approach to training teachers to meet the diverse learning needs of deaf and hard-of-hearing children within inclusive Australian schools. *International Journal of Inclusive Education*, 14, 289 - 308.

Sharma, U., Forlin, C., Marella, M., Sprunt, B., Deppeler, J. & Jitoko, F. (2016) Pacific Indicators for Disability-

Inclusive Education Guidelines. Monash University, Melbourne.  
Available at: <https://monash.edu/education/research/projects/pacific-indie/>

Sharma, U., Forlin, C., & Furlonger, B. E. (2015). Contemporary models of funding inclusive education for students with dyslexia. Melbourne VIC Australia: Monash University Faculty of Education.  
A report commissioned by the program for students with disabilities review unit of the Department of Education and Training for the State of Victoria.

Sharma, U. (2012). Inclusive and special education: A way forward in the Solomon Islands. Australia: AusAID and the Ministry of Education and Human Resource Development, Solomon Islands Government.  
A report commissioned to guide the development of the National Policy on Disability and Inclusive Education in the Solomon Islands.

Saemane, G.L., Fa'asala, C.J., Simi, J. & Sharma, U. (2016). Pacific Indicators for Inclusive Education (Pacific-INDIE): Voices from Solomon Islands. Monash University, Melbourne. Available at:  
<https://monash.edu/education/research/projects/pacific-indie/outcomes.html>

Sharma, U., Loreman, T., & Macanawai, S. (2015). Factors contributing to the implementation of inclusive education in Pacific Island countries. *International Journal of Inclusive Education*, 20(4), 397-412

Including the excluded through teacher education reform in the Solomon Islands. (2015). European Agency for Special Needs and Inclusive Education.  
Available at: <http://www.inclusive-education-in-action.org/example-129.html>

Sharma, U., Moore, D. W., Furlonger, B. E., King, B. S., Kaye, L., & Constantino, O. (2010). Forming effective partnerships to facilitate inclusion of students with vision impairments. *British Journal of Visual Impairment*, 28(1), 57 - 67.

Sharma, U., Forlin, C., Deppeler, J. M., & Yang, G. (2013). Reforming teacher education for inclusion in developing countries in the Asia-Pacific region. *Asian Journal of Inclusive Education*, 1(1), 3 - 16.

## Additional impact indicator information

### Additional impact indicator information

*(Provide information about any indicators not captured above that are relevant to the impact study, for example return on investment, jobs created, improvements in quality of life years (QALYs). Additional indicators should be quantitative in nature and include:*

- name of indicator (100 characters)*
- data for indicator (200 characters)*
- brief description of indicator and how it is calculated (300 characters).)*