Slide 1

Inclusive Education at the University of Sydney

The Sydney Experience

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Slide 2

UN Convention on the Rights of Persons with Disabilities

Article 24 Education: States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning.

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Inclusive Tertiary Education

Image: shows map of the world with stars on the United States; Alberta, Canada; Iceland; Ireland; Adelaide, Australia and Sydney, Australia.

Slide 4

A Journey to Inclusive Education

How it all started

Where we are now

Where to next?

Image: photo of a road

Slide 5

How it all started

Image: photo of a road

Slide 6

Inclusive Education Pilot 2012

Image: photo of two students with intellectual disability and teaching staff sitting together in a tutorial room

Slide 7

Auditing model

IEP students **audit** Units of Study and therefore

* participate in lectures and tutorials
* participate as non-credit students,
* complete academic work to the level that suits their strengths, abilities and interests
* receive a Certificate of Completion issued by CDS at the end of the 2-year program

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Pilot study – what did we find?

Audit students

* Reported feeling integrated, accepted and very satisfied to have the opportunity to attend university
* More confident about following their career pathways, having developed job related skills
* Saw university as a place to meet people and make friends.

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Pilot study – what did we find?

Lecturers

* Perceived that having students with ID in their lectures fulfills the student’s educational right for inclusion
* Expressed that having IEP students within their classes was a positive experience for them as lecturers and for the class
* Supported the notion of offering a supportive environment, creation of accessible materials and providing individualised support.

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Pilot study – what did we find?

Peer students

* Reported a positive change in their views about people with intellectual disability
* They had come to believe that every university should welcome students with intellectual disability for everyone’s benefit

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Where are we now

Image: photo of a road

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2013-2014

* Students took part in a 2 year auditing experience
* Doubled student numbers to 10 students
* Auditing occurred across 5 different faculties
* Individual tutoring for each students bi-weekly
* Mentor network began to expand

Image: photo of students and mentors at award ceremony in 2014

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Slide shows diagram outlining components of Inclusive Education Program

* 2 + staff
* 9 IEP students
* 6 faculties
* 20 + mentors
* 1 tutor
* University social life
* Families and supporters

Slide 14

Night for Supporters

Video: parent of IEP student reporting back the results of group work, where families and supporters reflected on what IEP students had achieved in semester 1

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Testimonies: Lecturers

* *“They are awesome to have in the class. More engaged than the rest of the bunch!”* – Lecturer
* *“Loving having them in the lectures, so engaged and switched on! They're integrating wonderfully into the tutorials.”* – Lecturer
* *“Matthew comes to see me most classes, either in the middle or (more commonly) at the end… He is always in good spirits, and is mostly in attendance.”*– Lecturer

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Testimonies: IEP Students

* *“Sometimes we dream of the impossible and when that impossible becomes a reality, it seems like a miracle - that is how I feel with the opportunity of being able to attend the University of Sydney through the Inclusive Education Program”.*
* *“I love Uni because it feels like I belong!"*
* *“Before I started the Sydney Uni IEP I was a young girl at special school, I am now an independent adult living in a much wider world.”*

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Mentor Perspective

Video: mentors talk about their experience and about what inclusion means to them

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Challenges

* Higher education: “a proudly exclusive environment in which only students who meet certain admission requirements are accepted and educated” (Hart, Grigal, & Weir, 2010, pp. 2-3)
* Breaking down historical barriers to tertiary education due to rigid entry requirements, prejudice, social expectations from peers and university staff
  + - Student status and student privileges
    - Sense of belonging as an audit student
    - Funding/sustainability

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Gains to date

* Each student has a unikey
* Large increase of mentor network
* Continuing to formalise mentor training
* Variety of events during semester for students, families and mentors
* Secured funding until end of 2016
* Successfully completed incubation program through Social Traders

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Gains to date

* Growing support within the University
  + Reflected in steering committee membership
  + University increasingly taking ownership – featured in DAP and publicity
  + Disability Awareness Week
* Student interests drive our expansion within the university and the support that we gain from that

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Student collaboration and increased linkages

* Received educational innovation grant through USyd in collaboration with Faculty of Education and Social Work
* Pre-service teachers (students studying to become teachers) studying ‘positive approaches to special education’ were matched with IEP students
* Groups collaborated on a project that
  + Related to IEP students UoS
  + Met a community need
  + Was documented through a 5 min video

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Where to next

Image: photo of road

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Where to next?

* Secure on-going funding for a sustainable future
  + Opportunities arising through the launch of NDIS
  + Corporate engagement utilising a hybrid model of philanthropy and social enterprise
* Further refining of program strategies based on lessons learnt
  + Lobbying for increased access to University privileges
  + Currently developing opportunities for IEP students to engage in internship and employment opportunities

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For more information contact

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* A lay summary of the pilot findings can be accessed on

[www.cds.org.au/education-a-training/inclusive-education](http://www.cds.org.au/education-a-training/inclusive-education)

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Questions or comments?