



School of Education
University Drive,
Callaghan 2308

Dear Ms Abigail Boyd,

Response to request of the Chair - NSW Legislative Councils Portfolio Committee - 3 Education

The University of Newcastle has provided teachers in the region with knowledge of Special and Inclusive Education practices for 75 years. We are one of the teacher education leaders in Special and Inclusive Education in the state and nation evidenced by ongoing awards, contracts and feedback. We are contracted by the Victorian Government to provide a fully funded Master of Special and Inclusive Education (MSIE) to their teachers, we are annually awarded over 50% of NSW scholarships for teachers to undertake further studies in Special and Inclusive Education, our MSIE program is our Singapore campus's largest offering and we are working with our Pacific neighbours and Indonesia to support the upskilling of their teaching workforce in this field. Our contribution in this area also permeates into our undergraduate programs with students in our Primary or Secondary program able to specialise in the field.

Our suite of Post Graduate Offerings centre around our Master of Special and Inclusive Education and associated nested degrees: Graduate Certificate in Special and inclusive Support; Graduate Certificate in Early Childhood and Disability Support; and Graduate Certificate in Emotional and Behaviour Support in Education. In each of these programs trauma informed practices (TIP) in educational settings is addressed. We partner with the Department of Education in NSW who send two trained personnel to deliver the TIP mandated components within our courses. We are currently working with the Department to formally train our staff to be officially recognised to deliver the mandated modules.

Each year we have over one hundred commencing students and currently have 195 continuing students. For a more detailed overview of our suite of Post Graduate programs, I have attached a spread sheet outlining our specific courses, where TIP is located within these courses, any direct engagement with Department of Education and any notes specifically to be noted. In terms of cost, our prices are benchmarked as mid-range at \$2808 per course.

Our Special and Inclusive team at University of Newcastle are great practitioners and researchers. They are continually called upon to respond to Government Inquiries, Policy Reform and general commentary on the topic. We have great depth and lived experience to draw from within our SIE team, with Associate Professor Angela Page leading our Asia Pacific body of work, involving upskilling teacher assistants, and teachers and developing a PhD collective in the region. Associate Professor Jill Duncan, former Director of the Victorian Deaf Education Institute playing an important role in government advocacy for SIE as Deputy Chair for the Disability Council of NSW and a member of the NSW Womens' Advisory Council and leads our teaching of Deaf specialisation. Dr Carl Leonard, an experienced principal and dedicated to providing inclusive learning environments within our diverse school settings, he leads our postgraduate suite and our venture into Singapore. Dr David Roys' recent Conversation piece, provided feedback on the governments disability royal commission response, is testament to our commitment of providing a professional advocacy voice to the public (see attached). Dr Jude Foggett is our behavioural expert and conducts Functional Behaviour Assessments, individual behaviour plans and professional development on school-based behaviour programs drawing on her contribution to the *Inclusion in Action* textbook. Dr Laura Roche specialises in evidence based interventions to help young people with neurodevelopmental disorders such as autism and those with learning difficulties to learn, communicate and flourish within society. Dr Tess Rendoth has extensive experience supporting students with severe and profound intellectual or multiple disabilities in schools for specific purposes. Her focus involves inclusion of creative practice, new and emerging pedagogies and technologies.

Finally, I am very proud of this combined collective of academics and their ability to build capacity within the region by supporting our graduates, our PhD students and future academics in the field. Their contribution to SIE practices and policies are widely acknowledged, and our suite of programs are successful and impactful in the region. This team leads innovative practices within the Hunter and beyond.

If you require any further information, please do not hesitate contacting me via the below contacts.

Regards

Professor Susan Ledger SFHEA.
Head of School - Dean of Education
College of Human and Social Futures



Course Code	Name	Contains TIP learning	# of students	Notes	DoE engagement	More NOTES
EDUC6740	Students with Diverse Needs	Yes	100	Covered as part of the approaches to support parents and children, particularly in week 1 and week 3 of the 6 week lectures/tutorials. Referenced throughout the course.	No	
EDUC 6052	Intro to Hearing, Audiology and Assistive Listening Technology	No	30		No	
EDUC 6053	Understanding How Students Who are Deaf or Hard of Hearing Learn	No	30		No	
EDUC 6080	Whole school approaches to supporting student behaviour	Yes	53	Resources and a lecture about the use of the trauma based practices document from the NSWDoE. How this may impact Tier 3 in the PBL strategies for individual students. Also during regular zoom catch ups in this course reinforcement of the need to consider the content of whole school approaches and the informing of teachers and students of the role the trauma brain influences behaviour. Also add the trauma based practices document produced by the NSWDoE.	Yes	Indirect contact with NSWDOE

Course Code	Name	Contains TIP learning	# of students	Notes	DoE engagement	More NOTES
EDUC 6085	Educ. Of students with learning difficulties	No	42		No	
EDUC 6086	Intro to challenging behaviour and positive support	No	80	Not taught specifically but the course embeds TI practices in that it teaches approaches of strengths based learning, safe learning environments, building trust between student and teacher, collaborative practices and student empowerment, and PBL approaches	No	
EDUC 6088	Teaching methods and techniques in S and I education	Yes	61	Covered in one topic - reading on best practice, incorporated in discussion of setting up a supportive classroom environment	Yes	Indirect engagement through NSWDoE & NESAs produced documents
EDUC 6109	Integrated field work studies	Yes	73	Work Integrated Learning - practice of pedagogies, strategies and techniques	Yes	Placement undertaken at DoE sites - majority of students
EDUC 6161	Contemporary issues in early childhood intervention	No	60		No	
EDUC 6162	Social-emotional learning and positive behaviour support	No	60		No	
EDUC 6164	Reflections in Spec & Incl Ed	No	59	Critical reflection on practice and pedagogy inclusive of TIF	Yes	Quality Teaching Rounds

Course Code	Name	Contains TIP learning	# of students	Notes	DoE engagement	More NOTES
EDUC 6165	Research in Inclusive Education	No	60	Justify the importance of research in special and inclusive education inclusive of legislative and policy advocacy for people with disability	Yes	NSWDoE Action Research Exemplars
EDUC 6054	Speech and Children Who are Deaf or Hard of Hearing	No	15		No	
EDUC 6055	Language and Literacy of Children Who are Deaf or Hard of Hearing	No	15		No	
EDUC 6056	Practicum for Teachers of Children Who Are Deaf or Hard of hearing	No	10		Yes	prac supervising teachers
EDUC 6079	Assest, Prg, Int Behav Prob	Yes	49	Resources and a zoom lecture about the use of the trauma based practices document from the NSWDoE. How this may impact the devlopment of a behaviour plan are discussed.	Yes	Indirect contact with NSWDoE and also direct discussions with two NSWDoE reps

Course Code	Name	Contains TIP learning	# of students	Notes	DoE engagement	More NOTES
EDUC 6081	Use Resourc in Behaviou Pblem	Yes	46	Resources and a zoom lecture about the use of the trauma based practices document from the NSW DoE. How this may impact the development of a behaviour plan. Students are directed to make consideration of the document when assessing the effectiveness of a behaviour plan	Yes	Indirect contact with NSW DoE and also direct discussions with NSW DoE reps
EDUC 6082	Policy, Admin and Collaboration in Spec & Incl Ed	Yes	50	Covered as part of the approaches to support parents and children in two lectures/tutorials. Referenced throughout the course.	No	
EDUC 6087	Ed Studen wth Developmental Diversity	Yes	60	Not taught specifically but the course embeds TI practices in that it teaches approaches of strengths based learning, safe learning environments, building trust between student and teacher, collaborative practices and student empowerment, and PBL appraoches	No	
EDUC 6160	Supporting Communication Skill	No	60		No	
EDUC 6163	Collaborative Approaches ECI	No	60		No	

Undergraduate course

<p>EDUC4065</p>	<p>Supporting Behaviour Change</p>	<p>Yes</p>	<p>70</p>	<p>A specific unit whereby two trained people from the NSW DoE give a two hour introductory lecture to our SE pathway undergrads. We develop plans and strategies aligning with the document as part of the FBA process in their assessments. This is for the undergraduate Special Education specialisation open to primary and secondary training teachers to be accredited Special education teachers.</p>	<p>Yes direct contact with the NSWDoE trainers</p>	
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THE CONVERSATION

Academic rigour, journalistic flair



Jane Dempster/AAP

'Lacklustre' and 'disappointing' – experts react to the government's disability royal commission response

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Today the federal government released its response to 222 recommendations made in the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability final report.

Released back in the September last year, the recommendations called for the introduction of an Australian disability rights act, a new disability government portfolio, a minister for disability inclusion, and a department of disability equality and inclusion.

The commissioners recommended an independent national disability commission and major reforms to break down barriers to inclusive education, employment and safe housing. They were split on the need for “special schools” and the report didn't address health, transport or day programs.

The government has fully accepted 13 of 172 recommendations under its primary or shared responsibility. It has accepted another 117 in principle and says it plans to implement these in some form. Others have been deferred for further consideration or noted. The establishment of a disability rights act will be considered alongside the final report of the Parliamentary Joint Committee into Australia's Human Rights Framework, released in May.

Commonwealth investments include A\$227.6 million to implement a new specialist disability employment program and \$39.7 million for disability advocacy.

We asked disability experts for their initial thoughts on the government's long-awaited response. Here's what they said.

David Roy, education and inclusion expert

The government's response to the royal commission's education recommendations can be best described as safe. The need for clearer policies, clearer communication, better data, increased funding, and workforce training are accepted in principle. So too are many of the recommendations.

There is recognition of inappropriate exclusionary discipline (such as school expulsion or suspension) of children with a disability and the failure of current complaints management. These are areas already being tackled by state governments.

The controversial disagreement within the commission on the place of Schools for Specific Purpose is merely noted, with no commentary. This leaves systems, teachers and families with uncertainty. We still need research on how such settings impact education.

The silence of the government on equal access, enrolment, participation, and inclusive education further compounds uncertainty. There is no commentary on the exclusionary nature of standardised curriculum. This fails to address barriers to ensuring children with a disability meet the two goals of the Alice Springs (Mpartntwe) Education Declaration: to promote excellence and equity and for all Australians to be confident and creative lifelong learners.

Overall, a lacklustre response from a government that should be providing leadership and innovation.

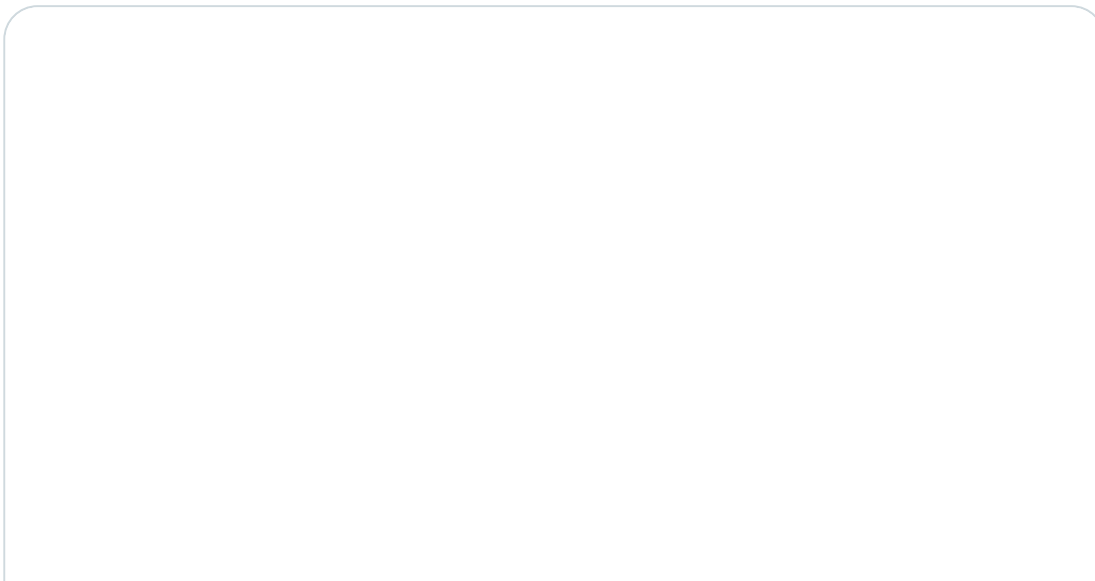
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The federal government has revealed its response to the landmark disability royal commission, but has not committed to a number of the most contentious recommendations, including phasing out special schools, group homes and segregated employment.

Link:



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George Taleporos, NDIS policy expert

I am deeply disappointed the disability royal commission response has not fully accepted the call to end segregation of people with disability in Australia, particularly to phase out group homes.

People with disability, through the royal commission, provided overwhelming evidence closed group settings deny people with disability autonomy and choice in their daily lives. This puts us at greater risk of violence, abuse, neglect and exploitation. Both the human cost and the economic cost of the grave harm occurring in these settings demands transition to more contemporary housing.

The commission heard 17,000 people with disability living in group homes are at significant risk. We need the government to rule out the deeply concerning 1:3 support worker ratio proposed by the NDIS review that would force more people into group homes.

The commission recommended separating the provision of housing from the provision of support services and the implementation of National Disability Insurance agency's co-designed Home and Living Framework. We need the immediate adoption of these recommendations to improve the housing and living outcomes for people with disability.

All levels of government must take immediate action to end segregation in all forms and break the cycle of violence, abuse, neglect and exploitation people with disability experience when they are forced into group homes.



Over four and a half years the commission heard witnesses and received thousands of submissions.
AAP Image/Jono Searle

Laura Davy, social policy expert

After engaging with the disability royal commission more than four years and a long wait, the disability community is expecting transformational change. They will be disappointed with many aspects of the government's response.

There is no clear response on big ticket proposals from the commission yet. These included recommendation for a new disability rights charter, a new independent statutory body, the National Disability Commission, or a new government department and dedicated ministerial portfolio. These were central to proposals for how to deliver a safer, more inclusive society.

The government has not yet accepted the recommendation to develop a new National Disability Agreement, agreeing only in principle. Clarifying areas and levels of government responsibility is key to preventing people with disability falling through the cracks between services. The Commonwealth has committed to responding to this recommendation by the end of the year.

Disability organisations are likely to be disappointed in the government's decision to accept only in principle recommendations to secure sustainable funding for advocacy programs, particularly given the work these organisations have put into government inquiries including the disability royal commission.

There will be disappointment too in the response to the recommendation to improve housing options and models available to National Disability Insurance Scheme (NDIS) participants. The government says it will consider this recommendation as part of NDIS review recommendations (which included problematic proposals for participants to [share living supports](#)), but does not give a timeline for a full response.

Sally Robinson, disability and community inclusion expert

Addressing and preventing violence and abuse is about positive action. We must respond to acts of violence and poor practice. But unless we actively promote the [things we know](#) to protect people from harm, we will not make headway in reducing the shockingly high rates of violence, abuse and neglect people with disability experience.

The federal government's main commitments are clustered around safety, rights and anti-discrimination, inclusion and access, and employment. It seems the Commonwealth will rely on reviewing Australia's [Disability Strategy 2021–31](#) to deliver national change. If co-designed, this can keep the door open on how to progress change in some of the key areas which are still “subject to further consideration” in the government's response.

Many will be disappointed to see this future consideration includes recommendations around housing and schooling, settings where people with disability [experience](#) high rates of violence and abuse.

Funding for independent advocacy is welcome and critical, especially for people who are unlikely to be able to participate in co-design. These are the people most likely to need preventative and protective measures.

Many of the government's responses in inclusion and access will make improvements at a whole-population level. This shift responds to the evidence, targeting the drivers of violence and abuse, not the recipients of it. The responses include supporting grassroots efforts to break down stigma and improve community attitudes.

You can read our previous series [here](#) which unpacked the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability final report and recommendations for a more inclusive Australia.