

The IEAG constitution states that nominees need to be voted in by IEAG members regardless of the number of people standing. Please vote for up to the stated amount of people in each category. The nominees have been listed in a random order.

Disabled person or family member

(You may vote for 4 people)

- Shane McInroe**
- Denise Astill**
- Kate McAnelly**
- Bernadette Macartney**
- Heather Lear**

Maori Stream

(2 positions available but no nominees => no votes)

General stream

(2 positions available and 2 nominees – voting is still required. You can have 2 votes)

- Anne Marie Mcllory**
- Trish Grant**

Nominee Information:

Shane McInroe

I am a person with lived experience of disability or family/whanau of person with disability. Reason for seeking position: I became aware of IEAG when I was on a youth panel discussion at the "Disability Studies in Education Conference" at the University of Canterbury in June 2013. Nancy Higgins from IEAG assisted the panel discussion and I valued and respected her ideas.

Perspective on inclusive education: I think it is very important that people with learning disability are included in regular schools as much as possible. I attended Mairehau High School and managed to achieve level 2 NCEA qualifications. I participated fully in all aspects of school life and had extra tuition from the Learning Recovery Centre. I have enjoyed being a committee member and hope to be re-elected.

Knowledge, skills and experience:

People First Leadership Training and Advocacy in the Community. *PF is a Self-advocacy Organisation for people with learning (intellectual) disability*

- Attended the People first Speaking-up Course
- Attended the People First United Nations Course
- Joined People First Christchurch Group and Midsouth Region
- Member of the 2013 People First New Zealand Leadership Project
- Attended and presented at the Disability Education Conference in Ch.Ch
- Youth Panel member at the Disability Education Conference in Ch.Ch
- Youth panel presentation to the Ministry of Education working group on inclusive education
- Presentation to Mairehau High School
- Presentation to North Canterbury People First Members
- Presentation to PE teachers and Sports Coaches at the University of Canterbury
- Presentation to Timaru People First Members.
- Visit to Special Education Unit at Westburn School.
- Elected to position of Christchurch Vice President
- Elected to position of Midsouth Region Secretary

Understanding of governance: The committee is the governing body of IEAG

Past contribution:

- Presentation in Melbourne at Disability Studies in Education Conference
- I have networked widely to increase the membership of IEAG.

Denise Astill

My name is Denise Astill and I have been on the governing committee of IEAG for the last two years. During this time I have attended support network groups, represented IEAG on the Government SESTA (Special Education School Transport Assistance) working group and have been actively involved in updating and creating new and existing policies for IEAG. The work on the Government SESTA group saw many recommendations, however the Recommendation 1A being adopted “reassess the range of SESTA transport options with a view to promoting greater independence in students where appropriate.” was of particular success to IEAG.

My experience in education and governance stems from my past role as a staff representative on a school board of trustees, as a primary school teacher, and then as a reading recovery teacher. My passion for inclusive education stems from personal experience with my own children. Whilst daunting, I have always been willing to stand up for their rights. Being an inclusive school is more than “allowing” a child to attend their local school. It is also about acceptance, inclusion, respect and being valued for who you are.

Now is the optimum time for making change to our Inclusive Education system. I would appreciate the opportunity and welcome the challenge of being part of this through positive change as a governing committee member of IEAG.

Kate McAnelly

I am keen to continue representing people with lived experience of disability, their families and education professionals from the Deep South, where there are some shining examples of inclusive education in action! From a personal perspective, my time on the committee so far has hugely impacted how I conceptualise inclusion in the context of my professional practice as a teacher, and I hope to keep learning as much as I possibly can while in turn sharing my knowledge of and passion for inclusive education with others.

Perspective on inclusive education: There are small pockets of the education sector in New Zealand who are really walking the walk as well as talking the talk of inclusion. However, despite Te Whariki and the New Zealand curriculum both being essentially inclusive by nature, there are still an unacceptable number of children being denied their fundamental rights to full access and membership to, and participation in, their local everyday early childhood centres and schools. There needs to be an ongoing commitment to meaningful change in realising a fully inclusive education system, which will require a strong belief in social justice rights and ethics-based discourses as well as input on all levels from government to teachers and families, as well as children and young adults themselves. Although our education system as a whole isn't doing so well with regard to inclusive practice, we need to be celebrating those teachers, schools and families working collaboratively who are.

Knowledge, skills and experience: My knowledge of what constitutes inclusive education is informed by personal experience of being the Mum of a now 8 year old son with autism, who spent 3 years in a preschool that struggled to consistently implement inclusive practices, as well as having spent the past 3 years at an amazing school doing absolutely amazing things in the realm of inclusive education with children like him, welcoming him as a full member of and contributor to the school community, recognising this approach benefits the education of all children attending. Additionally, I have professional experience with inclusive education of approximately 3 years being an early childhood teacher who has just about finished their degree. Last year I was fortunate enough to take an Inclusive Education paper taught by Gill Rutherford as part of my degree, for which I received an A+ final grade. I have focused my research interests this year on the realisation of inclusion

Bernadette Macartney

Tena koutou

My experience and skills are in the areas of early childhood teaching, teacher education, inclusive education research and advocacy. My family comprises of my partner Tony and my daughters Maggie Rose (18yrs), and Sally (13yrs). Maggie has physical and intellectual disabilities. My particular research and life interests are in Disability Studies in Education and disabled people's rights to an inclusive education and place in society. I want to help challenge and replace deficit attitudes and exclusion in education. I have been a governing committee member of IEAG for five years, and national Co-convenor for two. I would very much like to continue contributing as a member of the IEAG governing committee in 2015, and feel I bring my experiences of being a parent, a teacher, researcher and advocate to our discussions and work.

Heather Lear

Qualifications: BA, LLB Victoria University, Wellington.

Current Study: Master of Social Work (Professional) University of Auckland.

Current Position: Education Advocate on contract to IHC assisting Trish Grant, Director of Advocacy, with IHC's Education Complaint. This involves helping prepare the legal case as well and assisting individual families whose children are experiencing discrimination in respect of their access to education.

Group Representing: Family of person with a disability. (My daughter Sarah has a significant communication disability (verbal dyspraxia) and a learning disability

Perspective on inclusive education: I am a passionate supporter of inclusive education believing this to be the essential starting point for a fully inclusive society. All children have

a basic right to education without discrimination as a matter of New Zealand and International Law. For children with disabilities, segregated schooling violates this right.

Relevant Experience: As the mother of a daughter with a communication and learning disability I have experienced first hand the challenges families face accessing quality education for their children.

I have an in depth knowledge of Human Rights, Education and Disability Laws as well as New Zealand Special Education and Education policies. I also have first hand experience with the current human rights mediation process.

I acted as the parent representative on Associate Minister Roy's Advisory Panel on the most recent Review of Special Education. I have previously served on the Governing Committees of the Auckland Dyspraxia Support Group and the Montessori Community Trust in Wellington.

Anne Marie McIlroy

Anne-Marie McIlroy is a specialist teacher working in an outreach service in Dunedin. She is completing a PhD at the University of Canterbury looking at narrative assessment as an approach that may support the development of inclusive school communities. She has been involved in the Narrative Assessment Project at the University of Canterbury (2007-2008) and the Inclusive Education Capability Building Project at the Ministry of Education (2013-2014). She is particularly interested in enabling student voice and supporting classroom teachers within school communities so they feel confident to teach all students.

Anne-Marie frequently facilitates professional development to support inclusive practice both in schools, tertiary settings and in community organisations. Anne-Marie enjoys the balance of interweaving the theoretical and the practical, and is passionate about quality teaching in the New Zealand Curriculum for all students.

Trish Grant

Trish is a founding member of IEAG & has been on IEAG's governing committee since its inception. In her role as IHC's Director of Advocacy, Trish is leading the work on their education complaint to the Human Rights Review Tribunal which seeks to address systemic discrimination in the education system against students with disabilities. Prior to this role at IHC, Trish was an Advocacy Manager at the Office of Children's Commission and before that a teacher / counsellor and social worker. Trish has a strong personal and professional commitment to social justice and human rights at the local and global level.