

“The Advantage of Disadvantage” — A Case-study of Teachers with Disability



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My personal interest in the topic

Background of my Research

What does literature say about my topic?

Themes identified in Literature

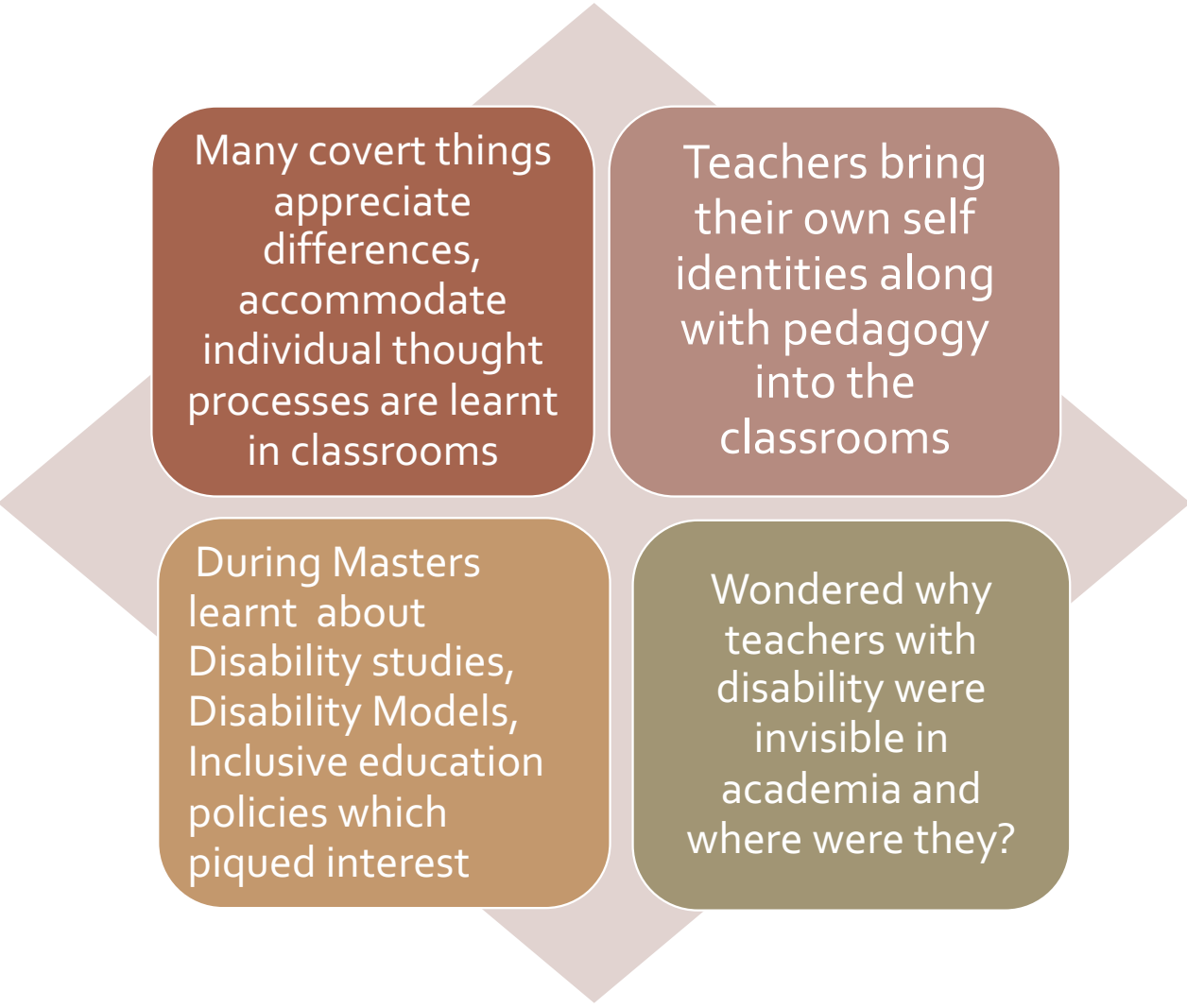
Research questions

Planned Research Design

Planned Data Collection and Analysis

My study at a glance

Presentation Order



Many covert things
appreciate
differences,
accommodate
individual thought
processes are learnt
in classrooms

Teachers bring
their own self
identities along
with pedagogy
into the
classrooms

During Masters
learnt about
Disability studies,
Disability Models,
Inclusive education
policies which
piqued interest

Wondered why
teachers with
disability were
invisible in
academia and
where were they?

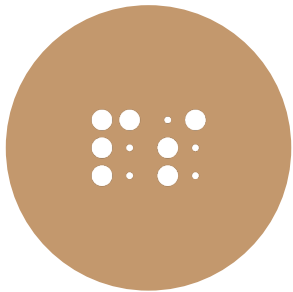
My personal
interest in the
topic



Inclusive policies do not filter down to teachers



Despite various policies teachers with disabilities are often unemployed, face higher rates of precarious employment and face many barriers



Fear of discrimination prevents many teachers with disabilities from disclosing their disabilities



Teachers with disability face 'disableism' every step of the way

Background of my research



What does literature say about my topic?

1

Influence of life experiences and early childhood on Teachers with a disability

2

Disability culture in academia, discrimination within education and effects on disability identity.

3

Disability policy and cross-cultural construction of disability across the globe

4

Teacher education and seeking employment with disability

Themes identified in Literature

Theme 1

Influence of life experiences and early childhood on Teachers with a disability

- Negative Schooling experiences
- Low expectations
- Often labelled trouble makers or problem children
- Disability shame
- Bullying , name calling, ridiculed
- Strong family support
- Childhood experiences play a big role in identity formation

Theme 2- Disability culture in academia, discrimination within education and effects on disability identity.

Accessibility is often an issue

Face humiliation, condescension and a climate of invasiveness by able bodied colleagues

Students more accommodating of disabilities than administrators and colleagues

Face hostility within classrooms at higher education level especially in teacher evaluations

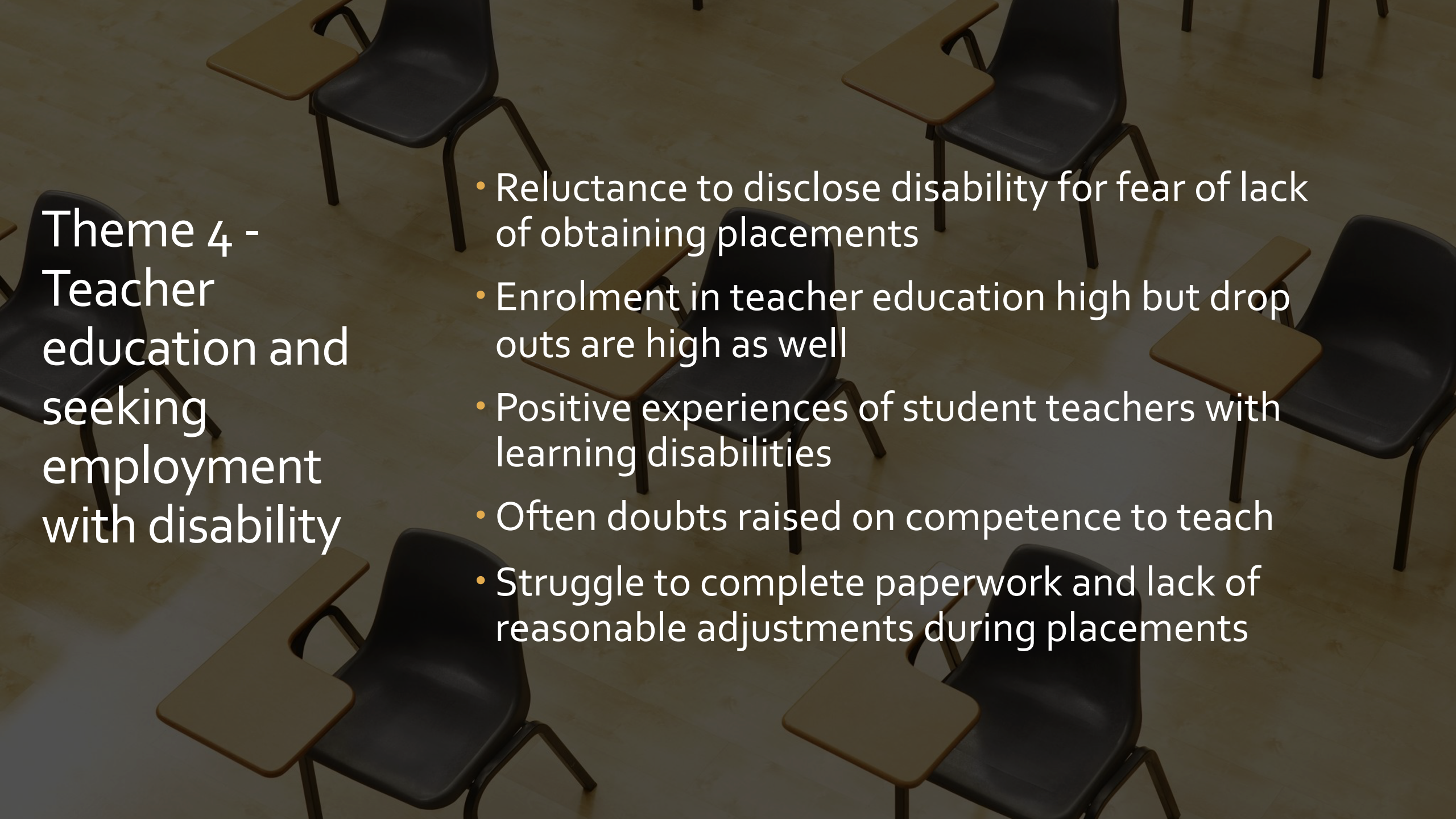
Sometimes face discrimination by other disabled people ... "you look fine, why do you need?.... Orillness is not disability..."

Positive impact on students in terms of empathy , more accessible teaching methods, improving self confidence in students with disabilities

Theme 3- Disability policy and cross-cultural construction of disability across the globe

- Schools struggle to recruit and retain teachers with disabilities because of extra costs and budget limitations
- In UK only 1% of teaching workforce is reported as disabled in reality numbers are higher there is lack of disclosure, statistics unreliable
- Lack of government push highly qualified people with disabilities do not consider teaching as an option
- Lack of accessibility and frustrations with systems often reasons for dropping out





Theme 4 - Teacher education and seeking employment with disability

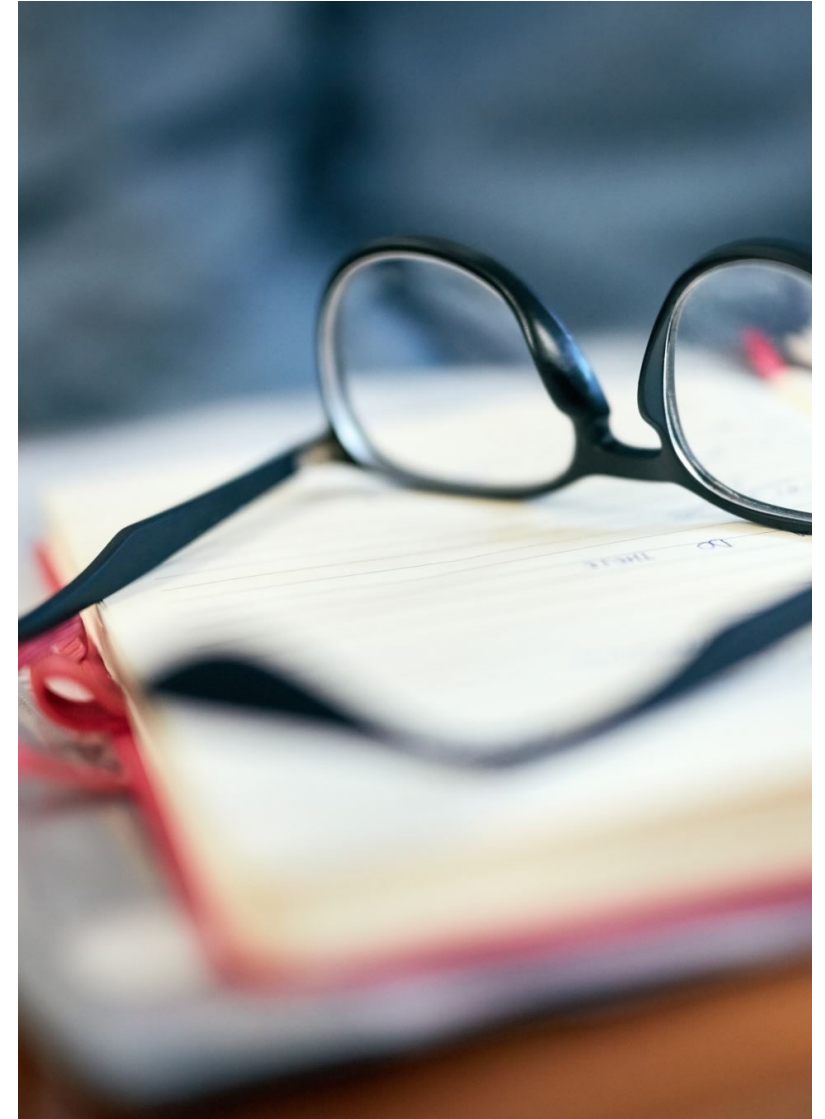
- Reluctance to disclose disability for fear of lack of obtaining placements
- Enrolment in teacher education high but drop outs are high as well
- Positive experiences of student teachers with learning disabilities
- Often doubts raised on competence to teach
- Struggle to complete paperwork and lack of reasonable adjustments during placements

Research Questions



My study aims to find answers to these research questions

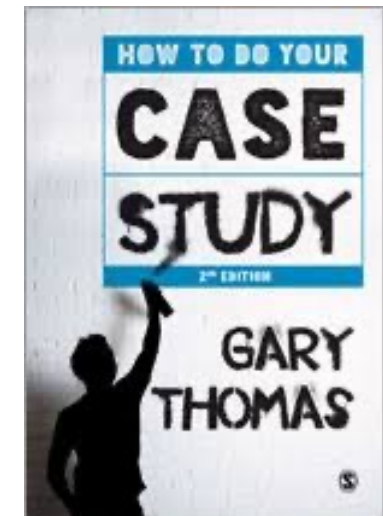
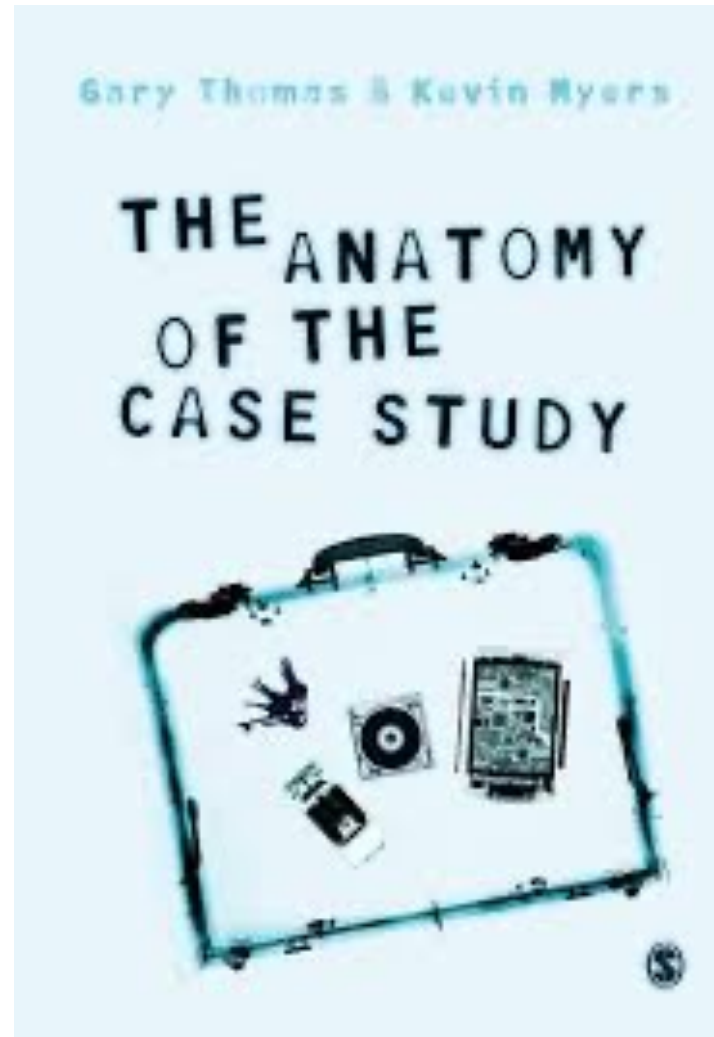
- How have the early childhood, schooling and university experiences of teachers with disabilities influenced their choice of profession ?
- How do teachers with disability describe their experiences within academic settings?
- What are the critical incidents that have influenced the disability experience and shaped the identities of teachers with disabilities?
- What were the barriers encountered in the process of becoming a teacher with a disability?





Planned Research Design

The main reason for selecting case study as my design frame is to study experiences of each participant teacher with disability in depth to gather a “rich picture and analytical insight” into their lived experiences (Thomas 2016, pg. no. 23) and their life journey.



Planned Data Collection & Analysis



BIOGRAPHICAL
ACCOUNTS



CRITICAL INCIDENT
APPROACH



SEMI STRUCTURED
INTERVIEWS

Data
Collection
Techniques

My study at a glance

Multiple case study

Six to eight participants

Convenience/
Opportunity sampling

Informed consent

Data confidential and
anonymous

Withdrawal at any time

Interviews recorded
and transcribed

Data stored as per
GDPR and University
guideline

Inductive analysis
using theme mapping,
axial coding , manual
as well as NVivo

"Disabled instructors don't just teach content, they also teach important life lessons- they embody messages of disability acceptance, disability rights and inclusion. They teach with, through, and, as a result of their embodiment. They earn trust, open safe spaces for sensitive discussions and their classrooms exemplify best practices in accessible education. They empower disabled students and stimulate disability pride..... being disabled often makes a person a better teacher. A disabling society disrespects this talent at its own risk."

- (Michael Jeffress, 2018 in the foreword of the book 'International Perspectives on Teaching with Disability')



Thank You.
Be Safe.

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