

TEACHER EMPATHY AND NEURODIVERSITY

SCEA Celebration Day

Monday 25 July 2022

REFLECTION QUESTIONS

How many conversations do you have with colleagues about disability oppression? Lalvani and Broderick (2013) argue these conversations are often silent in schools (p. 468).

Do you make a conscious effort to keep abreast of changes within the disability field or disability discourse? For example, the autistic community considers the Autism Speaks Light it Blue Campaign as a day of mourning. They feel this is an organisation who have caused more harm than good to the autistic community.

Have you engaged with parents/caregivers about the difficulties students have outside of school? If so, how has this informed your pedagogy?

Have you considered including disability studies as part of your multi-cultural studies in class?

What are your expectations of students in your class? Do you feel they are reflective of your own thinking about what students are capable of, or what students are actually capable of?

Which students are in your teacher spotlight? How can you be more aware of your spotlight and make sure you are not always targeting the same students over and over again?

Do you find ways to praise neurodiverse students? How can this be done appropriately?

How often do you practice self-reflexivity (why do I think they way I do, what are my biases, what informs my affective and cognitive attitudes?)