

Conference Presentations

- Parker, J. and Coventry, A. (2003). *Networked Learning Communities*. Presentation at the National College of School Leadership, Nottingham.
- Parker, J. (2002). *Supporting Inclusive Education*, Presentation at the Annual Association of Educational Psychologists Conference.
- Parker, J and Clarke, B. (2001). *Developing shared practices between mainstream and special schools*. Presentation at the Annual Association of Educational Psychologists Conference.
- Parker, J. (2000). *Working Together: Parents and Providers*. East Sussex Early Years Conference.
- Parker, J. (1999). *Inclusion and School Improvement: What Works*. East Sussex LEA Annual Teachers Conference.

Publications

- Parker, J. and Clarke, B. (2000). *Bridging the Learning Gap, Chapter 4, Inclusion and School Improvement* in Brundrett, M. and Burton, N. (Eds.) *The Beacon School Experience*. Peter Francis Publishers.
- Parker, J. (1999). *Curriculum Based Developmental Profile*. East Sussex Press.



SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

FACULTY OF EDUCATION

ORAL EXAMINATION JULIE PARKER

FOR THE DEGREE OF

DOCTOR OF EDUCATION EdD

Thursday, December 3, 2009
SFU Vancouver (Room 2250) at 1:00 PM

EXAMINING COMMITTEE

Chair:	TBA
Senior Supervisor:	Dr. Geoff Madoc-Jones
Member:	Dr. Robin Brayne
Member:	Dr. David Carter
Internal/External:	Dr. David Osborne
External Examiner:	Dr. Shirley McBride Senior Researcher McBride Management Ltd.

**A CASE STUDY OF THE IMPLEMENTATION OF PROVINCIAL
EDUCATION POLICY: THE IMPACT OF BILL 33 - 2006 EDUCATION
(LEARNING ENHANCEMENT) STATUTES AMENDMENT ACT ON
ELEMENTARY SPECIAL EDUCATION IN A MID SIZED URBAN
SCHOOL DISTRICT**

ABSTRACT

This study provides an interpretive account of the implementation of class composition policy introduced following the 2005 teachers' strike in British Columbia (BC). The specific policy regulation concerned a suggested limit of three students with special needs in each class. Investigation of the implementation of this policy aimed to determine its outcomes in practice. The research used a conceptual framework that connected the contested concept of class composition with contemporary models of policy implementation and special education. In the absence of any known evaluation of this particular policy change, the research was timely, relevant and potentially instructive.

The social constructivist approach to mixed methods case study focussed on six elementary schools in a single mid-sized urban school district (SD). Investigation of the political history and context revealed adversarial relationships between the Ministry of Education and BC Teachers' Federation (BCTF). Class composition and students with special needs feature largely in the ongoing debate. The purpose of the study was to uncover the actual and perceived impacts of this policy on special education in particular. The aim was to inform future directions regarding the problem of class composition, that teachers report being their biggest challenge.

Emerging themes raise important questions about the policy, financial, organizational and special (inclusive) education impacts. Research findings suggest that both teachers and administrators consider the legislation a largely inappropriate solution to the problem of class composition. The recommended need to review current class composition policies and practices, has implications for BC teachers, school districts and government to work together to find improved resolutions.

Academic Record

1995 – M.Sc. Educational Psychology, University of East London
1994 – Dip.Psych. Diploma in Psychology, London Guildhall University
1991 – M.A. Education, University of Sussex
1987 – B.Ed. (Hons), University of Sussex
1975 – Cert.Ed. University of Sussex School of Education

Professional Experience

2006 – Present Director of Instruction, North Vancouver School District, BC, Canada
2003 – 2005 School Psychologist, Powell River and Maple Ridge School Districts, BC, Canada
2001 – 2003 Tonbridge and Malling District Development Officer, Kent LEA, England
1999 – 2001 Inclusion and School Improvement Manager, East Sussex LEA, England
1994 – 1999 Main Grade and Senior Educational Psychologist, East Sussex LEA, England
1988 – 1994 Early Years Adviser, Teacher for the Visually Impaired, East Sussex LEA, England
1983 – 1988 Teacher and Infant Headteacher, East Sussex LEA, England
1975 – 1983 Teacher, Elementary, Secondary and Special schools, East Sussex LEA, England

Working Groups

2009 – Children and Youth with Special Needs (CYSN)
2007 – Ministry of Education: Learning Disabilities
2003 – The Special School Review
2002 – Networked Learning Communities: Community Planning
2000 – School Self Review using the Inclusion Index
1999 – The Gap Project