Biography

Dr Kate de Bruin is a senior lecturer in inclusion and disability in the Faculty of Education at Monash University. She has taught in secondary school and higher education for two decades. In her academic work she has played a central role in developing the Inclusive Education courses in both the Masters of Teaching as well as the Masters of Education programmes at Monash University.

Kate’s research focuses on inclusive education in policy and practice, examining system, school and classroom practices that are supported by evidence, and that promote quality and equity for all students, with specific attention to students with a disability. She has worked with Commonwealth, State, and Catholic Education Departments on projects such as:

the Nationally Consistent Collection of Data for Students with Disabilities Moderation Resource,

the Victorian Inclusion Support Programme,

Models of School Support, and

Tier Two Literacy Interventions in Australian Schools.

Kate regularly provides professional learning to school teachers, and she writes for both academics as well as readers from the general public. She is a co-convenor for the Inclusive Education Special Interest Group in the Australian Association of Research in Education

Qualifications

Employment

Senior Lecturer
Educational Psychology & Incl Education
MONASH UNIVERSITY
14 Jul 2015 → present

Co-Convenor Inclusive Education Special Interest Group
Australian Association of Educational Research (AARE)
1 Jan 2019 → present

Academic Board Member
All Means All
1 Jan 2018 → 1 Jan 2020

Research output

A scoping review of 20 years of research on differentiation: investigating conceptualisation, characteristics, and methods used

Context and implications document for: a scoping review of 20 years of research on differentiation: investigating conceptualisation, characteristics and methods used

Reading instruction and support
Effective practices for teaching all learners in secondary classrooms

Beyond Salamanca: a citation analysis of the CRPD/GC4 relative to the Salamanca Statement in inclusive and special education research

Does inclusion work?

Beyond Salamanca: a citation analysis of the CRPD/GC4 relative to the Salamanca Statement in inclusive and special education research

What is the NCCD and what does it mean for my practice?

Tier Two Literacy Interventions in Australian Schools: A Review of the Evidence Version 2.0

The impact of inclusive education reforms on students with disability: an international comparison

Committing, engaging and negotiating: teachers’ stories about creating shared spaces for co-teaching

Understanding evidence use within education policy: a policy narrative perspective

Tier Two Literacy Interventions in Australian Schools: A Review of the Evidence

Differentiation in the Classroom: Engaging Diverse Learners through Universal Design for Learning

Committing, engaging and negotiating: Stories of how teachers create shared spaces for co-teaching

Differentiation for inclusive education: whence the confusion?

Enacting inclusive education policy across and between levels within a decentralized education system in Australia

What can evidence-use in practice learn from evidence-use in policy?

Conceptualizing effectiveness in disability research
How Do Policy Makers Use Evidence?

Nationally consistent collection of data on school students with disability: moderation resource for schools


How Do Policy-Makers Use Evidence? Findings From A Pilot Study In Australia: International Implications

Educational Environments of Students with Disabilities: The Disproportional Impacts of National Policies on the School Placements of Students Diagnosed with an ASD in Australia and the United States

Tablets, tweets and talking text: the role of technology in inclusive pedagogy

Public school-based interventions for adolescents and young adults with an Autism Spectrum Disorder: a meta-analysis

The Production of Inclusive Education Research: A Double Bind?

The challenges and promises of collaborative research: Creating authentic ways for families, professionals and researchers to work together

Activities
Submission to the Review to Achieve Educational Excellence in Australian Schools
Kate De Bruin (Contributor), Linda Graham (Contributor), Shiralee Poed (Contributor) & Ilektra Spandagou (Contributor)
Apr 2018 → …

Journal of Disability Studies in Education (Journal)
Kate de Bruin (Editorial board member)
2018 → …

Australasian Journal of Special and Inclusive Education (Journal)
Kate De Bruin (Peer reviewer)
2017 → …

Research Winter School Presentation
Joanne Marie Deppeler (Speaker), Scott Anthony Bulfin (Speaker), Graham Bruce Parr (Speaker), Catriona Louise De Bruin (Speaker) & Clare Hall (Speaker)
4 Jul 2016

Exceptional Children (Journal)
Kate De Bruin (Peer reviewer)
2016 → …
Awards
Defining, developing and embedding an empirically-supported model of Quality Differentiated Teaching Practice: Phase I Pilot
Graham, L., De Bruin, K., Poed, S. & Medhurst, M.
20/08/19 → 30/06/20

Projects
De Bruin, K.
16/07/20 → 21/08/20

BLCSI 2018: Building Leadership for Change through School Immersion 2018
5/02/18 → 21/12/18

Nationally Consistent Collection of Data (NCCD) of students with students disability: Moderation Resource
Sharma, U. & De Bruin, K.
21/03/17 → 30/11/17

The Use of Evidence in Educational Policy: A Pilot Study in Victoria
Rickinson, M., De Bruin, K., Hall, M. & Walsh, L.
1/09/14 → 31/03/16

Tier Two Literacy Interventions: A Review of the Evidence
De Bruin, K.
Catholic Education Melbourne
1/06/18 → 1/10/18