



# IEC Associate Information



## Gillian Parekh

Post-doctoral Fellow,  
University of Toronto  
On leave as Research Coordinator,  
Toronto District School Board



Gillian Parekh is a SSHRC postdoctoral fellow at the Ontario Institute for Studies in Education at the University of Toronto. She started her fellowship in January 2015. Gillian is on leave as a Research Coordinator for the Toronto District School Board. She has a doctorate in Critical Disability Studies from York University. Her areas of research include structural analyses of education institutions, their relationship to students' experiences of belonging and exclusion in school, demographic trends, and the role of education in the reproduction of poverty and privilege in broader society. Over the past few years, Gillian has developed resources and presented on classroom, school and board-wide strategies for implementing inclusive education as well as explored the social, political, and economic impact of special education systems. Gillian has participated in several Inclusive Education Canada training sessions in the last few years.

**Interests:** Gillian approaches inclusive and special education from a social justice perspective and challenges current notions and praxis that lead to the stigmatization and segregation of students identified with exceptionalities. Her work seeks to deconstruct conceptions of normalcy and exceptionality by exploring the social relations of disability to demographic characteristics such as race, class, and gender.

## Publications:

- A case for inclusive education (Parekh, 2013)  
[https://www.academia.edu/6583218/A\\_Case\\_for\\_Inclusive\\_Education](https://www.academia.edu/6583218/A_Case_for_Inclusive_Education)
- Structured Pathways: An exploration of programs of study, school-wide and in-school programs, as well as promotion and transference across secondary schools in the Toronto District School Board (Parekh, 2013)  
[https://www.academia.edu/6656796/STRUCTURED\\_PATHWAYS\\_An\\_Exploration\\_of\\_Programs\\_of\\_Study\\_SchoolWide\\_and\\_InSchool\\_Programs\\_as\\_well\\_as\\_Promotion\\_and\\_Transference\\_across\\_Secondary\\_Schools\\_in\\_the\\_Toronto\\_District\\_School\\_Board](https://www.academia.edu/6656796/STRUCTURED_PATHWAYS_An_Exploration_of_Programs_of_Study_SchoolWide_and_InSchool_Programs_as_well_as_Promotion_and_Transference_across_Secondary_Schools_in_the_Toronto_District_School_Board)

- Special Education in the TDSB and Ontario (Brown & Parekh, 2013)-  
[https://www.academia.edu/6951072/Special\\_Education\\_in\\_the\\_TDSB\\_and\\_Ontario\\_An\\_Overview\\_2011-13](https://www.academia.edu/6951072/Special_Education_in_the_TDSB_and_Ontario_An_Overview_2011-13)
- The Toronto Connection: Poverty, perceived ability, and access to education equity (Parekh, Killoran, and Crawford, 2011). Canadian Journal of Education.  
<http://journals.sfu.ca/cje/index.php/cje-rce/article/view/941>
- Special Education: Structural overview and student demographics (Brown & Parekh, 2010).  
[https://www.academia.edu/4456379/Special\\_Education\\_Structural\\_Overview\\_and\\_Student\\_Demographics](https://www.academia.edu/4456379/Special_Education_Structural_Overview_and_Student_Demographics)
- The intersection of disability, achievement, and equity: A system review of special education in the TDSB (Brown & Parekh, 2013)  
[https://www.academia.edu/6606833/The\\_intersection\\_of\\_disability\\_achievement\\_and\\_equity\\_A\\_system\\_review\\_of\\_special\\_education\\_in\\_the\\_TDSB](https://www.academia.edu/6606833/The_intersection_of_disability_achievement_and_equity_A_system_review_of_special_education_in_the_TDSB)

**Consultation:** Inclusive education policy; Large system implementation; Critical disability theory and how it relates to inclusive and special education; Disproportionate representation in special education.

**Key interests related to inclusive education:**

Gillian approaches inclusive and special education from a social justice perspective and challenges current notions and praxis that lead to the stigmatization and segregation of students identified with exceptionalities. Her work seeks to deconstruct conceptions of normalcy and exceptionality by exploring the social relations of disability to demographic characteristics such as race, class, and gender.

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