



Success for All

every school • every student



Inclusive practice in secondary schools

ideas for school leaders

*Mā te huruhuru te manu ka rere
With feathers a bird flies*



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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Contents



2

Purpose of this resource

| | |
|---|---|
| Who it is for | 2 |
| How to use this resource..... | 2 |
| Where the information came from | 3 |
| What is inclusive education?..... | 3 |
| Terminology – what do we mean by special education needs? | 4 |
| Guidance for boards | 5 |
| Developing a learning support register..... | 5 |
| Special Education descriptions..... | 5 |

6

Key dimensions of inclusive education

7

Dimension 1: Building an inclusive school culture

12

Dimension 2: Developing processes and systems

14

Dimension 3: Assessing diverse learners

16

Dimension 4: Enhancing partnerships

20

Classroom starters

21

Useful links and resources



Purpose *of this resource*

The purpose of this resource is to give secondary school leaders ideas for discussing inclusive practice in your schools.

It is intended to start the discussion and help school leaders reflect on what is working well and what may need to improve.

Refer to page 21 for:

- information about new Ministry work under way on inclusive practices and related resources soon to be published
- links to resources offering more comprehensive information on inclusive practice.

Who it is for

THIS RESOURCE IS FOR:

- principals, deputy principals and deans
- heads of faculty or learning areas
- heads of learning support
- guidance counsellors
- leaders of your support staff.

In this resource we have used the term Learning Support Coordinator (LSC) to mean those people who lead and contribute to achieving successful outcomes for students with additional support needs (special education needs). This role can also be called Head of Learning Support (HoLS) or Special Education Needs Coordinator (SENCO).

How to use this resource

THIS RESOURCE CAN BE USED AS A:

- starting point for discussing and building an understanding of inclusive education
- tool for asking questions and thinking about inclusive practices across your school
- resource for building an understanding and strengthening of inclusive practice in your school.

The online version of this resource can be found at www.minedu.govt.nz

LINKS AND RESOURCES

Useful links and resources relating to each section can be found at the end of this resource.



"It is closely connected [inclusive practice] to the moral and ethical purpose of communities to ensure that everyone is given the opportunity to reach their potential."

PRINCIPAL

"It is about making sure the student is included in whatever (activities) they need in order to take their 'next steps'. This includes participating in their classroom, school and community."

HEAD OF SPECIAL EDUCATION

WHERE THE INFORMATION CAME FROM

The information in this document was gathered during visits to schools across the country as part of the Ministry's inclusive education secondary schools project in 2013. It provides practical information from schools like yours dealing with similar issues and

opportunities. The speech bubbles reflect what people said. They have been altered slightly only where they could identify the school, teachers or students.

This document also incorporates information from resources already available to schools.

WHAT IS INCLUSIVE EDUCATION?

Inclusive education is where all students are present, participating, engaged and learning. These things are influenced by the school leadership, the school policies and practices and the school culture.

Inclusive education means:

- all students will be able to participate at school and achieve their potential; importantly, it means all students will feel they 'belong' at their school doing what their peers do.

All of the students entering secondary school today will have learnt alongside a wide range of students in their primary school classes.

This is an important change from as little as ten years ago. There are inherent challenges in inclusive education but there are also significant opportunities for students with additional learning needs to achieve their potential.

The New Zealand Curriculum and Te Marautanga o Aotearoa underpin education in Aotearoa New Zealand. Inclusion of all students in learning is one of the foundation principles of the curriculum. Effective pedagogy and the cycle of inquiry teaching are used in this document to strengthen school leaders' understanding of how they can include all learners in their schools.

"To be honest I thought, goodness me, I've got a class of children who need help with reading and I've got special needs on top of that – how am I going to cope? I had no knowledge of what to do at that time and yeah, it was scary."

TEACHER



**E koekoe te tui, e ketekete
te kakā, e kūkū te kereru.**

*The tui sings,
the kaka chatters,
the pigeon coos –
yet birds they are.*

Discussion question

*What does this whakatauki
(proverb) mean to you?
How does this relate to
the idea of inclusive
practice in your work
and in your school?*

**TERMINOLOGY – WHAT DO WE
MEAN BY SPECIAL EDUCATION NEEDS?**

In the education context, ‘inclusive education’ describes the wide range of educational needs experienced by students in New Zealand classrooms. Some of these students have special education needs and require additional support to learn and achieve. It is a phrase that aims to focus people’s attention on a student’s educational or learning needs, rather than that student’s disability or medical diagnosis.

It is important to recognise that students with additional support needs are not a homogenous group. They may have a range of educational needs – some needs may be short term, others may be long lasting. Students needing additional support come from all ethnic and social backgrounds. They live in the city, in rural areas and in all communities.

Overall, it’s important to know:

- sometimes a student’s disability has an impact on their ability to learn but sometimes it doesn’t
- students with the same diagnosis experience their disability in different ways and may differ hugely in their personality, temperament, skills, interests and capacities
- a disability diagnosis will tell you something about a student but it may not tell you much about his or her educational needs.

Students who are funded by the Ongoing Resourcing Scheme (ORS) or the Intensive Wraparound Service make up the 1% at one end of a continuum.

There are also students in a much larger and more diffuse group, typically including 12% to 15% of students at any one time. This is not a static group but rather a dynamic group with a fluid membership of students. Most students may find themselves needing additional support at some time. For many the supports are needed for a short time only.

*“She is an absolute
delight to have
in my class and I
appreciate the fact
that for two years
I’ve benefited from
that relationship
with her.”*

TEACHER





GUIDANCE FOR BOARDS

There are already many students in our schools who require additional or differentiated supports. Students can't always adapt to fit a new environment. But their environment can be modified to match their needs. This will assist in building a sense of belonging, which is important for any student to engage and learn.

National Achievement Guideline (NAG) 1 requires all schools to know who their students at risk of not achieving are, and specifically:

NAG 1c. on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving
- ii. who are at risk of not achieving
- iii. who have special needs (including gifted and talented students), and
- iv. aspects of the curriculum which require particular attention.

NAG 1d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above.

DEVELOPING A LEARNING SUPPORT REGISTER

All boards of trustees (boards) need to make sure their schools have learning support registers. The principal and staff need to decide who will be on their register and identify the resources the school will use to support each student on the register.

The Ministry describes special education needs as they relate to the New Zealand Curriculum. The following table may be a useful reference for developing a learning support register.

SPECIAL EDUCATION DESCRIPTIONS

| STUDENT CURRICULUM LEVEL | LIKELY SUPPORT |
|--|--|
| Students working at or above the curriculum level for their age | Students who need teaching adaptations and/or need individualised support to access the curriculum and achieve at or above the curriculum level. Students may use Braille and/or New Zealand Sign Language to access the curriculum or they may use assistive equipment and need the classroom adapted to support their learning. These students are likely to have access to a range of special education services and resources. |
| Students working at level one of the curriculum for most (possibly all) of their schooling | Students who are likely to have Individual Education Plans (IEPs), or similar plans, and work within level one of the curriculum throughout their time at school. These students are likely to have access to ORS or Supplementary Learning Support (SLS) services and funding. |
| Students struggling to work at the curriculum level for their age | Students who need effective teaching and accelerated teaching programmes to access the curriculum and achieve at the curriculum level for their age. These students are likely to need short-term access to some special education services and resources. |

LINKS AND RESOURCES

Useful links and resources relating to this section can be found at the end of this resource.

Key dimensions *of inclusive education*

Attending to the following four dimensions will help foster inclusive practice in your school. These are explained in the following sections:

1. Building an inclusive school culture
2. Developing processes and systems
3. Assessing diverse learners
4. Enhancing partnerships.





Dimension 1

Building an inclusive school culture



The goal is to engage with people in your school around individual and collective beliefs and their understanding of inclusion. An inclusive culture is about actions and beliefs. The following activities and questions may help trigger discussion and possibly some dissonance.

YOUR ROLE AS A LEADER

Inclusive leaders demonstrate:

- manaakitanga (leading with moral purpose)
- ako (being a learner)
- awhinatanga (guiding and supporting).

Building a more inclusive school culture is about having a shared vision in which all students are valued and respected; and it's about the school having the leadership and systems in place to support staff, students and the community to realise this vision.

In this section we have included some ideas for professional learning activities and how you could approach this in your school. How this will look and feel in each school will vary. Your local Ministry of Education staff may be able to help facilitate the process outlined here.

THE JOURNEY – GETTING STARTED

STEP 1: Gather a representative team to look into inclusive practice in your school

Membership may include the principal, deputy principals, guidance counsellors, heads of learning areas or faculties, resource teachers (learning and behaviour, deaf, vision), learning support coordinator, deans or classroom teachers.



Discussion starters

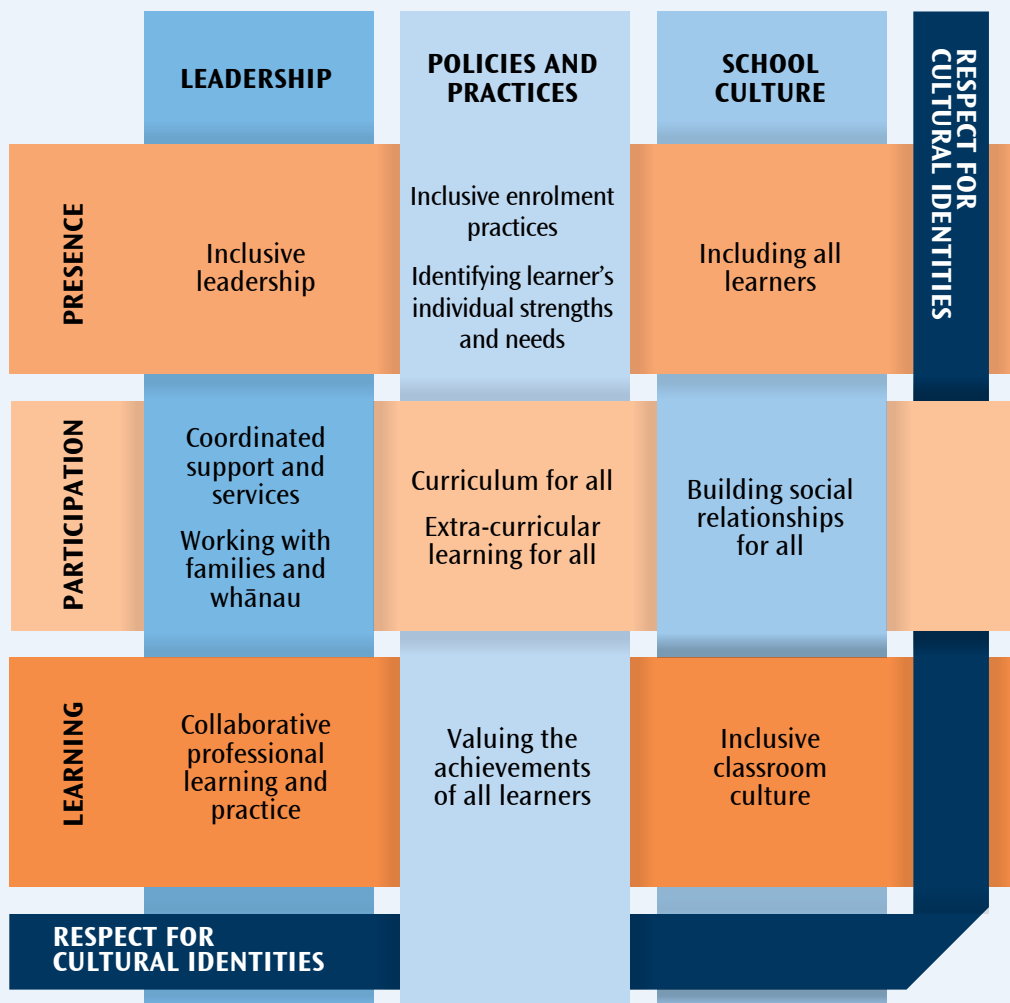
What is our current practice?

Is this the way we want our practice to be?

What do we need to do differently?

"When parents ask me why a student (not their own) is in our school, I have started using our school values of acceptance and celebrating diversity to start our discussion."

TEACHER



THE JOURNEY

STEP 2: Gather information

The diagram above may help you decide what to look for in trying to understand current practice.

This diagram comes from the New Zealand Council for Educational Research (NZCER) Inclusive Practices Tools (IPTs) guidelines.

This leads you through a process of consulting with your school community about inclusive practices and students belonging at school. When you look at the Inclusive Practices Tools you will see there is a range of options for how your school can include the process in your planning.

Consider what existing systems and processes support inclusive practice in your school. If your school is a Positive Behaviour For Learning (PB4L) School-Wide school, talk to your School-Wide facilitator about how to best increase awareness of inclusive practice.



"As a senior management team we decided that we would reduce suspensions. It worked because the whole team supported the idea and in the end it changed the way we worked with staff."

DEPUTY PRINCIPAL

Identify existing data sources that will help inform your review, such as:

- the number of students who are ORS-verified
- students receiving support through a Regional Health School or for behaviour
- systems to identify and support students needing additional learning support
- your learning support and complaints registers and staff deployment planning
- achievement results and intervention outcomes
- guidance support services provided
- student participation in extra-curricular activities.

HAVE A LOOK AT THE CANADIAN INCLUSIVE PRACTICE CAMPAIGN

<http://tinyurl.com/l5nvkwe>

<http://tinyurl.com/krenkkm>

<http://tinyurl.com/pba8z9y>

STEP 3: Make a plan to shift and transform inclusive practice in your school

Identify the structures within your school that you can use to support professional discussions around inclusive practices.

Consider how this can fit within the wider strategic self-review process at your school.

VALUING ALL STUDENTS, RESPECTING DIVERSITY

A strong school culture, where all students are valued and diversity is respected, must be translated into behaviours and these need to be supported and recognised across the school.

Getting ready

- **Where will these discussions start?**
- **Do these discussions need to take place with the leadership team first?**
[A large staff meeting may not be the place to start this.]
- **What structures do you have in place in your school where such discussions could take place?**
[Senior leadership meetings, curriculum meetings,

head of faculty or department meetings, subject area meetings, professional learning groups and change inquiry teams are examples of groups schools nominate as places where these discussions could take place.] The goal is to engage with people in your school around individual and collective beliefs and their understanding of inclusion. An inclusive culture is about actions and beliefs. These activities and questions may help trigger discussion and possibly some dissonance. For example, people will often offer reasoned explanations as to why a particular student 'can't be expected to achieve'. Part of effective leadership is to find ways to explore such underlying beliefs and to address deficit thinking.



Discussion starters

It's about who we teach not what we teach!
It's about how we teach not what we teach!

What discussion comes out of these statements?
 How can you work to build conversations into meeting structures about 'who' and 'how' you are teaching, along with 'what' you are teaching?

How does your school celebrate diversity of culture, educational ability and different interests?

It is important to acknowledge success from a variety of different places and events – from a chess tournament to the Special Olympics.

What language are we using to describe students with additional support needs?

Language is very powerful; language that makes people feel they are part of 'the others', not part of the group, is very easy to use accidentally.

"We have tried to take a more proactive approach to teaching students about their own disabilities. Sometimes they need to be shown what others have achieved with similar conditions to be really motivated."

HEAD OF LEARNING SUPPORT

THE MONKEY AND FISH

A good discussion prompt for considering how people want to be treated can be found at:

<http://tinyurl.com/lrq6gpp>

LANGUAGE SHIFTS IN INCLUSIVE EDUCATION

| FROM | TO |
|---|---|
| <ul style="list-style-type: none"> • others' kids • care • an RTLB/SE student • culture of bullying • special teaching • do it this way • all about resource • low or no expectations • lacking knowledge, skills and confidence • special needs department | <ul style="list-style-type: none"> • our kids • learning and achieving, too • my student • culture of peer support • personalised teaching and learning • creativity and flexibility • all about learning • high expectations • building knowledge, skills and confidence • learning support team |



DISCUSS WITH TEACHERS ANY CONCERNS THEY HAVE ABOUT THE STUDENTS IN THEIR CLASSES

- Teachers want their students to achieve and if they are not sure what success will look like for this student they can be fearful of letting the student down (and letting the others in the class down, too).
- Dig deeper as to why a teacher is really resistant. There can be multiple reasons for this but often gaining an understanding means you can help someone overcome a fear or begin to build their confidence.

WHAT DOES THE EVIDENCE SAY ABOUT YOUR SCHOOL CULTURE?



The Inclusive Practices Tools (IPTs) will give you a thorough understanding of where your school community thinks you are in terms of inclusive practices and belonging at school.

The IPT process is a significant and valuable exercise. This involves surveying your community, students and staff to inform the school review team as it works through a comprehensive review process.

Schools will consider many factors in deciding when it is the right time for them to engage with this.

The IPTs can be found at www.wellbeingatschool.org.nz

Some people prefer quantitative data and others prefer stories, examples and anecdotes about different perspectives and experiences.

Plan for times where staff can share this information. You will have some teachers who are early adopters of new ideas who are prepared to share their stories and experiences. This may encourage the teachers who want to see more evidence first, to give a new approach a try.

LINKS AND RESOURCES

Useful links and resources relating to this section can be found at the end of this resource.



Dimension 2

Developing processes and systems



DATA, TRACKING AND MONITORING – SOME DISCUSSION POINTS

Ideas that schools have shared

- Using your student management system (SMS) to provide easy access to information about students' learning needs. Reminders included a pop-up window about a student's learning needs, students having an asterisk on their pages, emails being sent to all teachers from within the SMS to remind staff about a student's needs.
- Expectations that departments design programmes and courses to cater for a wide range of students. For example, principals may expect to see information about the provision of additional support needs in department planning and documentation. Staff may be required to complete class-specific planning or similar processes that identify students in their classes who require additional learning support and what support they may require.
- Many schools use a simple reporting process to track a student's approach to their learning, such as punctuality, attitude to learning, participation and attendance. Monitoring such indicators can provide early warning if a student is starting to 'slip'.

"We have a list of the students with highest needs regularly updated and shared with the Senior Leadership and other key staff. This avoids confrontations over the 'little stuff' when bigger stuff is going on."

ASSOCIATE PRINCIPAL

"We meet with all of the teachers of the students transitioning to our school. We then use our SMS to create a comprehensive picture of what is happening for this student."

HEAD OF GUIDANCE



"We realised that coming from a small community that we needed to make sure our students were known in the community."

HEAD OF SPECIAL NEEDS UNIT

"We are lucky with transitions – the local primary school comes to our school for technology so the students get a feel for the school before they come here full time."

DEPUTY PRINCIPAL

PROFESSIONAL DEVELOPMENT

How do your professional learning, appraisal and attestation processes support the sharing of your teachers' skills and knowledge about teaching, learning and assessing for students needing additional learning support?

For example, your appraisal process, professional learning groups or change inquiry teams may investigate how changes to teaching practices can affect student outcomes.

TRANSITIONS

Transitions, both between schools and out of school, are critical for students. Well managed transitions are essential in achieving positive outcomes.

Transitions are a stressful time for students with additional support needs and for their parents and whānau. Allow time to make sure the parents and whānau know the routines and who to contact if the transition isn't going well.



Discussion starters

How are we supporting students to transition into our school?

What can we do better?

How are our classroom teachers involved in the transition process?

How are we identifying the students who need extra support with transition?

For all students, the transition out of school needs to be well managed. For students with additional learning needs, thinking about transition needs to start early.

LINKS AND RESOURCES

Useful links and resources relating to this section can be found at the end of this resource.



Dimension 3

Assessing diverse learners



Teaching, learning and assessment do not occur independently. The focus on assessment as a separate activity, particularly in secondary schools, has placed undue emphasis on this aspect of the learning process. Teachers are constantly reflecting on what a student is doing to ascertain understanding.



Discussion starters

What is your reaction to the following comment, which is a common concern by teachers who have students in their classes who may not reach the level of other students? What will be your response as a leader to this question?

“How do I manage teaching, learning and assessment for the student who won’t achieve on the standards the rest of the class is working towards? And if they aren’t going to sit the standards, what’s the point of them being there?”

How can being in class contribute to the learning goals for the student above?

- All students learn from participating in conversations and activities with other students.

- The student may have an IEP that outlines the goals they are working towards. How can the activities in this class contribute towards this?
- An assessment in one curriculum area may inform assessment in another.

How can you better understand each student?

- Talk to the student and their team to work out how you will manage different assessments and times when the students with additional support needs and the class will be doing different things.
- Find out why the student wants to be taking your subject.
- Discuss with the student what information other students in the class need to know about how he or she learns.

ASSESSMENT

The National Certificate of Educational Achievement (NCEA) was designed to be flexible and create opportunities to make tailor-made assessment opportunities rather than a one-size-fits-all approach.

Go back to the statement ‘it’s who we teach, not what we teach’. How can you adapt your assessment approach to suit each of your learners?

SPECIAL ASSESSMENT CONDITIONS

Special Assessment Conditions (SAC) enable students to show their potential in an assessment rather than be limited by a condition that impairs their ability to achieve. Students can receive SAC for physical, sensory, medical and learning needs. All teaching staff need to be aware of SAC so relevant teacher professional judgements can be gathered.

The New Zealand Qualifications Authority (NZQA) is supporting schools that aren't confident with SAC by providing professional opportunities for groups of schools to learn how to make SAC applications. These are arranged by request to SACmailbox@nzqa.govt.nz

Discussion starters

How can you create opportunities to show that a student understands a concept without having to write the answer?

Can you use technology to obtain evidence that a student knows the answer or can perform the skill?

How can you use naturally occurring evidence to support your student's achievement?

This may be a good time to revisit Vocational Pathways to see how you can help students build a future with a purpose. The new Vocational Pathways wheel, that includes Creative Industries, will be available in June.

For further information on Vocational Pathways visit www.youthguarantee.net.nz

"I have three students in my class using special assessment conditions – so when we have an assessment there are students completing the assessment all over the place."

HEAD OF LEARNING SUPPORT



There are students who may not reach level 6 of the New Zealand Curriculum, and attaining level 2 NCEA may not be realistic. There are alternative qualifications being developed to help these students attain a nationally recognised qualification.

The National Social Skills qualification has been reviewed and will be replaced by the National Certificate in Supported Learning. The Foundation and Bridging Qualifications are also being reviewed.

Both of these qualifications will be strengthened to meet the needs of learners, their schools, post-school providers and employers.

They are expected to be available in 2015.

LINKS AND RESOURCES

Useful links and resources relating to this section can be found at the end of this resource.



Dimension 4

Enhancing partnerships



WORKING TOGETHER WITH PARENTS AND WHĀNAU TO SUPPORT STUDENTS' LEARNING

Parents and whānau of students with additional support needs often feel more isolated when their students reach secondary school. Consider initiating or supporting a parent and whānau to set up a parents and whānau support group?

How are you communicating with all the members of your school community? How can you use 'parent voice'? Ask some parents and whānau how they would like to be heard.

How can you help the community engage all of your students (such as through: visits to the local library, community centre, mall etc)? This visibility will help when you are looking at options for students transitioning from secondary school to post-school options.

Families of students with additional support needs have a range of cultures and backgrounds. They may have different responses to their child's needs than you expect.

For example, some cultures attach shame to a family of a child with additional support needs, while others will accept their abilities but haven't got high expectations in terms of the student's outcomes.

At secondary level you will be talking about steps beyond school into the community. It is important to be culturally appropriate but also to make sure you are utilising all the supports that New Zealand has to offer.


"Since we started academic conferencing we have had 85% of our parents show up to the meetings."

PRINCIPAL
– SECONDARY SCHOOL

"I try to employ teachers to reflect the cultures of our community."

PRINCIPAL
– SECONDARY SCHOOL





"You need to set up support structures for the teachers' aides. This includes regular meetings to discuss best practice."

HEAD OF LEARNING SUPPORT

"The teacher's aide isn't velcroed to the student. They are there to support their independence."

HEAD OF LEARNING SUPPORT

WORKING WITH OUTSIDE AGENCIES: HOW CAN YOU MAKE IT MORE STRAIGHTFORWARD?

There are times when students are supported by people and agencies outside of the school. This could be the Ministry of Education, Child, Youth and Family (CYF) and non-government organisations that are contracted to support young people. The language of secondary schools is often specialised and not commonly understood by people outside of the secondary school sector.

Provide a brief introduction to your school

- What does an outsider need to know to make it easier?
For example: form time, how your timetable works, vertical forms, how you communicate with teachers, some of the characteristics of your school that someone outside of the school would need to know.
- Who will be the key contact person in the school?
Who will be the contact person in the agency?
- Where can a student meet with someone from the outside agency? Do you need to book a space?
- Where do you record absences and sign in?
- How can you create connections for the student and their parents or whānau so they feel they belong within the school?



PARAPROFESSIONALS

Many different types of paraprofessionals work within a secondary school. These can include teachers' aides, minders, learning assistants.

Paraprofessionals, including teachers' aides, are supports for the teacher and should be guided by teacher planning to meet the student's needs and the assistance the teacher requires.

While the support is vital for students, the overwhelming response from them is, "I don't want everyone in the class to know the person is for me".

Here are some ideas from paraprofessionals about working in secondary school classrooms.

- You work with the whole class not the one student. If the student is away, still go to class.
- Get to know all the students in the class. Help the student sitting next to the student you are supporting.
- Your success as a paraprofessional is not defined by the behaviour or achievement of the student.
- Establish non-verbal cues to help a student refocus. Avoid sitting with the student you are supporting. Move around and sit with many different students.
- Ask students, "What are you supposed to be doing?" Or, "What is stopping you getting started?" But never ask, "Do you know what to do?" Find a way to talk to the student away from the rest of the class. Make sure you are not preventing social interactions by working too closely to the student.

Here are ideas from Learning Support Coordinators about working with paraprofessionals.

- Establish who you talk to about difficulties. Explain what confidentiality is. This includes the rights of the student and whatever information about them has been shared with the teacher's aide.
- Student independence from the paraprofessional is the goal not interdependence with the paraprofessional. This sometimes means not helping a student and proving to them that they can do something for themselves.
- Appraisal and attestation is an important part of good employment process and this is important to develop with your paraprofessionals. If you have experience in your team, the paraprofessionals can do some of this in pairs.

Here is the most common comment we hear from students around paraprofessionals supporting them:

"I don't want anyone to know that I have a teacher's aide. I don't want them to sit next to me. They should help the other students".

"Choosing paraprofessionals is difficult. People from the community know the families – this can be good and bad. It is important that they won't be offended by students being teenagers."

HEAD OF LEARNING SUPPORT



WHAT TO DO WHEN THINGS AREN'T WORKING

There are many different layers of problem-solving and all schools will approach this differently. There will be people within a school who will be able to help, including in some situations, a Resource Teacher: Learning and Behaviour (RTLB).

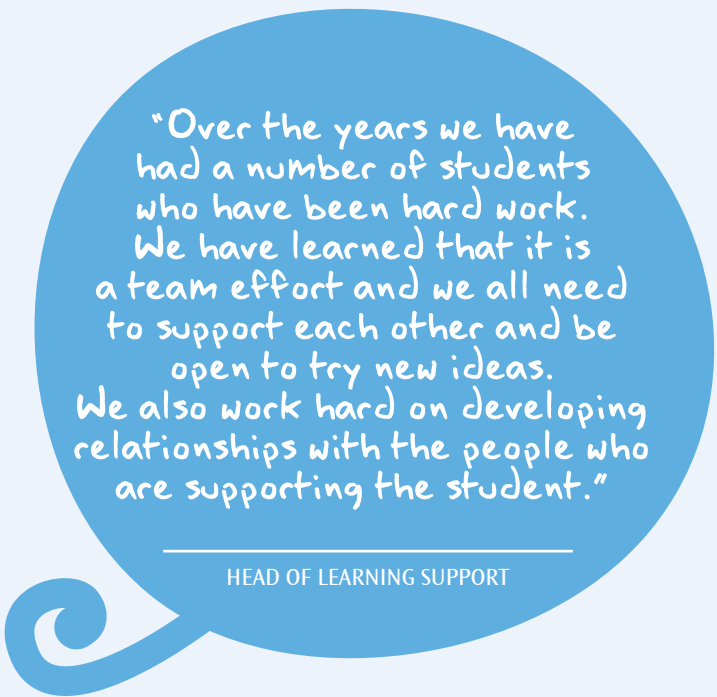
Many schools commented that through experience they had developed capacity to manage difficult situations. They had also developed relationships with people who could support them.

Sometimes having an outsider who you can get some advice from early in a situation is invaluable. Keeping parents and whānau involved was also seen as vital. They may have their own support networks that may be able to provide advice. Alternatively, providing parents and whānau with more support may improve the situation.

There are people in your local Ministry of Education office who will also be able to provide advice.

LINKS AND RESOURCES

Useful links and resources relating to this section can be found at the end of this resource.



"Over the years we have had a number of students who have been hard work. We have learned that it is a team effort and we all need to support each other and be open to try new ideas. We also work hard on developing relationships with the people who are supporting the student."

HEAD OF LEARNING SUPPORT



Discussion starters

Who are the 'go to' people in your school where people can find support?

What networks do you have within your school and with people outside of your school that support learners with additional support needs?

How proactive are you about communicating with parents and whānau before things get really bad?



Classroom *starters*



These ideas come from people across the country working with students with additional support needs:

Know your learner. Access their learner profile so you understand the individual detail about what this student can do and what they will need additional support with. Find out the positive things about a student and what interests them so you can have meaningful conversations about good things.

Establish a relationship with the family and whānau of the student. How will you communicate? Tell them good things, as well as things going wrong.

Establish a routine. Make the start and the finish of every lesson the same.

Instructions. Key instructions need to be repeated and written down as well.

Check in with the student after you have set them a task. Ask them to explain what they are supposed to be doing – avoid asking if they are okay!

Chunk the information being taught. How can you break the information into steps, processes or discrete parts of information?

Use graphic organisers to support processing, sequencing and remembering information.

Use technology (where possible) to support access to the curriculum, as well as to support routines.

Show how you know. How can the student demonstrate their knowledge and skills? Can you gather this in a variety of ways.

Allow extra processing time. Different students have different processing times. Give them time to think of the answer without putting them under pressure.



Useful links *and resources*

Watch this space:

Inclusive Education Online Knowledge Centre going live end of 2014

The Inclusive Education Online Knowledge Centre will go live on Te Kete Ipurangi near the end of 2014. With more than 30 online guides, the site will equip New Zealand educators with practical strategies, suggestions and resources to meet the diverse learning needs of the children and young people in their classes and communities.

Children's Teams

The Ministry and Child, Youth and Family are working together to develop and implement operational processes to support children in care to ensure that they are enrolled in, and attending, school.


There is also work being done to improve education provided during transitions between schools and into and out of residences.

Links and resources relating to each of the dimensions in this guide:

Links and resources for boards

- <http://tinyurl.com/qj3sjg3>
(Effective governance, building inclusive schools – a governance resource from the Ministry of Education website)
- <http://tinyurl.com/kurfnr4>
(Guidance for supporting students with special education needs – a planning resource from the Ministry of Education website)
- <http://tinyurl.com/neqfj6b>
(New Zealand-based webinar on inclusive education for school boards available from the Ministry of Education website)
- <http://www.wellbeingatschool.org.nz/>
(Website hosted by the New Zealand Council for Educational Research featuring the Inclusive Practices Tool)





Links and resources relating to each of the dimensions in this guide continued:

Dimension 1: Building an inclusive school culture

- <http://tinyurl.com/q3skwpc>
(Index for Inclusion – a United Kingdom-based website that guides schools through a process of developing an inclusive school. Provides useful definitions and detailed indicators for self-review)
- <http://tinyurl.com/mm6uskz>
(Inclusive practices tool – website hosted by the New Zealand Council for Educational Research featuring the Inclusive Practices Tool, which provides a useful lens for viewing inclusive practices using six themes)
- <http://tinyurl.com/pgcmvqe>
(Leadership in the Development of Inclusive School Communities – a New Zealand-based website providing an overview of the research about the experiences of young people who have disabilities and what school leaders can do to support developing their schools as inclusive communities)

Dimension 2: Developing processes and systems

- <http://tinyurl.com/kzseqgo>
(National Transition Guidelines – New Zealand-based guidelines on transition for schools available from the Ministry of Education website)
- <http://tinyurl.com/ma6joq7>
(The family/whānau file – helps parents brief their school about their young person’s needs, interests and strengths available to download as a PDF from the Ministry of Education website)
- <http://tinyurl.com/keeedng>
(Evaluation at a Glance: Transitions from Primary to Secondary School – New Zealand-based report, published in 2012, on transitions available online from the Education Review Office website)



Dimension 3: Assessing diverse learners

- <http://tinyurl.com/cs2z8hg>
(Gathering evidence of achievement – guidelines for schools available from the New Zealand Qualifications Authority website)
- <http://tinyurl.com/bnpp7wa>
(Assessment tools and approaches – guidelines for schools available from the New Zealand Qualifications Authority website)
- <http://tinyurl.com/n34pb88>
(Tips for preparing alternative evidence applications – guidelines for schools available online from the Ministry of Education website)
- <http://tinyurl.com/nep22jt>
(Special Assessment Conditions flowchart – an online flowchart for schools available from the Ministry of Education website)
- <http://tinyurl.com/nzu7baf>
(Information about Youth Guarantee available from the Ministry of Education’s Youth Guarantee website)

Dimension 4: Enhancing partnerships

- <http://tinyurl.com/psmfudd>
(Partners in learning: good practice 2008 ERO report based on case studies of eight schools that were successful in engaging with their parents, whānau and the wider community)
- <http://tinyurl.com/ma6joq7>
(The family/whānau file – helps parents brief their school about their young person’s needs, interests and strengths available to download as a PDF from the Ministry of Education website)
- <http://tinyurl.com/o4f9uq6>
(Individual Education Plans – working as a team information sheet from the Ministry of Education for parents/caregivers and educators)
- <http://teachersandteachersaides.tki.org.nz/>
(Teachers and teachers’ aides working together professional development modules for schools developed by the Ministry of Education)



