



Success for All

every school • every child

Building an inclusive education system

The role of education
is to nurture, grow and
realise every child's potential.

Success for All supports
the goal of all schools
demonstrating inclusive
practices by 2014.

- Success for All outlines the Ministry of Education's commitment to achieving this goal.
- Success for All provides the foundations for demonstrating inclusive practices in education.
- Success for All gives effect to what parents, families, whānau and communities want from the education system for their children and young people with special education needs.
- Success for All starts with a focus on schools and will expand to include the early childhood sector as we work to strengthen the wider system.

"When we
are excluded,
we feel sad and
when we are
included we
feel happy."

STUDENT

"The
biggest
resource is
attitude, a
willingness to
have a try."

PRINCIPAL



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

our whakataukī

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

WHAKATAUKĪ

Carefully woven into the inside of a whatu pōkeka or baby blanket are feathers to provide warmth, comfort, security and refuge from the elements. The pōkeka takes the shape of the child as it learns and grows, just as the development of a curriculum is determined and shaped by the learner.

Like a bird is born with feathers, our children are born ready to succeed and reach their individual, unique potential. As whānau, kura and professionals, we wrap our gentle feathers around a child so that they can learn to fly.¹

1 "Te Whatū Pōkeka" and "Ka Hikitia".

THE LOGO



The tip of the feather represents our maunga (mountains), our heritage and foundation, challenging us to ascend and strive for success.



The three koru inside the feather represent three key foundations of Ka Hikitia – the learner, whānau and professionals.

the **big picture**

Vision

A fully inclusive education system

Mission

Confident educators; confident parents, families, whānau and communities; and confident learners

Goal

All schools demonstrating inclusive practices by 2014 and beyond

We will see...

- inclusive schools
- teachers supported and confident
- children and young people present, engaged, achieving and belonging, and their families, whānau and communities supported, involved and confident

Because we will...

- build knowledge and skills
- work closely with others
- provide services and funding
- review progress and recognise great results
- back ourselves and others to win

So that we...

lift aspiration and raise educational achievement for every New Zealander

Which will contribute to...

achieving the Better Public Service target of 85% of 18-year-olds achieving National Certificate of Educational Achievement (NCEA) Level 2 or equivalent

So that we have...

a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century

expectations & behaviours

What parents and communities expect
of us and the system

EXPECTATIONS



Value everyone

We value the contributions of all children and young people, and their families, whānau and communities.

Anei ngā mea i whakataukītia ai e ngā tūpuna, ko te kaha ko te uaua, ko te pakari. Arā, te toki, te pakakē, te karaka.



Respect diversity

We recognise that every learner is unique and we build on their identities, interests, languages and cultures.

He tapu te tangata ahakoa ko wai.
Kōhungahunga mai, tamariki mai, taipakeke mai, kaumātua mai, he tapu katoa.



Equity for all

We identify and remove any barriers to achievement.

Tamariki wāwahi taha, aratakina ki te mātāpuna o te mōhio, o te ora, o te maungārongo.

HOW WE WORK

Have vision

We have high expectations of ourselves and our children and young people, and aspire for them to achieve more.

Have ethical leadership

We model and action the clear values that underpin our work.

Support cultural aspirations, taonga tuku iho

We create contexts in which identity, language, knowledge, culture and values have a rightful place in learning.²

Use evidence

We take thoughtful action, based on what we know works.

Be professional and flexible

We recognise that inclusiveness is not about a special response. It's about a professional, flexible response to the needs of all learners and their families, whānau and communities. There is no one-size-fits-all.

Be innovative

We listen and are open to discovery and building on what we already know and do.

Ako

We learn as well as teach and we reflect on the impact of our practice and actions.

Work together for maximum impact

Together we find what works and get the job done.

² Adapted from Bishop, Berryman, Tiakiwai, and Richardson (2003) *Te Kotahitanga: The experiences of year 9 and 10 Māori students in mainstream classrooms*. Report to the Ministry of Education. Wellington: Ministry of Education.

what success for all looks and feels like

I belong
I am learning

We are involved and supported and champion our child's learning

CONFIDENT CHILDREN AND YOUNG PEOPLE

KIA TŪ PAKARI, TŪ RANGATIRA IA HEI RAUKURA MŌ TŌNA IWİ

I belong, feel safe, enjoy school and want to go there. Sometimes I don't even want to go home!

I have friends.

My teacher expects the same from all of us.

My teacher really gets me.

My school knows that my parents and my whānau whānui are a part of me and who I am.

My teacher pushes me to do better.

I have a say in what goes on for me and where I'm heading.

My school and whānau whānui praise me lots for what I have learned and achieved.

CONFIDENT PARENTS AND WHĀNAU

NŌ RANGIĀTEA HOKI TE WHĀNAU WHĀNUI

We understand the various services that are available and the right people we can talk to.

We are confident in our kid's school and teachers.

We love seeing our kid learning, achieving and having friends.

We feel secure in the knowledge that our kid is happy, safe, belongs and can be themselves.

We have a say in what goes on for our kid and where they're heading.

Parents, kaumātua and members of our community feel supported and involved in guiding our kid's learning.

Children and young people will be the best they can be when they are present, participating, engaged, achieving and belong.

Kia whaiā te iti kahurangi ki te tuohu koe, me maunga teitei.

Kia rangona tōna ihi, tōna wehi, tōna tapu, tōna mana me te rangatiratanga i a ia.

Children and young people will grow and reach their potential when schools reach into homes and connect with the aspirations, identity, language and culture of their learners and their families, whānau and communities.³

We are providing quality, flexible teaching



We have ethical leaders, a strong culture, sound systems, and good planning and reporting



CONFIDENT TEACHERS

HE TINA KI RUNGA, HE TĀMORE KI RARO

I am confident in my teaching and class programme. I feel supported.

I know where my learners come from, how they make sense of their world, and I know their parents, families, whānau and communities.

I understand and respond to my learners' strengths, passions and interests.

I feel confident to utilise the skills and knowledge of parents, whānau and the community.

I enjoy and have pride in the achievements of all the learners in my classes and I tell them so often.

CONFIDENT SCHOOLS

TANGATA AKONA KI TE KĀINGA, TŪNGA KI TE MARAE, TAU ANA

We are confident that our school is a welcoming, safe and respectful place for everyone.

The students in our school and their whānau whānui belong and feel at ease here.

We are confident that all our learners are challenged and are learning and achieving.

We enjoy and have pride in the achievements of all the learners in our school.

We are confident in the services we receive.

³ Adapted from Bishop, Berryman, Tiakiwai, and Richardson (2003). *Te Kotahitanga: The experiences of year 9 and 10 Māori students in mainstream classrooms*. Report to the Ministry of Education. Wellington: Ministry of Education.



"I believe that schools have got to be super flexible; they've got to cater for everybody."

PRINCIPAL

our foundations

Legal requirements and binding obligations provide the prerequisites for inclusive education

TE TIRITI O WAITANGI

The Treaty of Waitangi 1840

LEGISLATION

Education Act 1989

Part 8 (1): People who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at state schools as people who do not.

National Administration Guidelines 1:

Each board ... is required to ... identify students and groups of students who are not achieving, who are at risk of not achieving, who have special needs (including gifted and talented students), and aspects of the curriculum which require particular attention, and develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified.

Human Rights Act 1993

New Zealand Sign Language Act 2006

DISABILITY POLICY/STRATEGY

New Zealand Disability Strategy 2001, Objective 3

United Nations Convention on Rights of Persons with Disabilities 2006, Article 24

EDUCATION POLICY/STRATEGY

New Zealand Curriculum



All young people will be confident, connected, actively involved, lifelong learners.

Te Marautanga o Aotearoa



Principle: The learner achieves their potential; the learner is the centre of teaching and learning.

Ka Hikitia



Māori enjoying and achieving education success as Māori. All Māori students, their parents and their whānau participate in and contribute to an engaging and enjoyable educational journey that recognises and celebrates their unique identity, language and culture.



Tau Mai te Reo

Creating the conditions for learners to enjoy and achieve education and Māori language outcomes.



Pasifika Education Plan

Vision: Five out of five Pasifika learners participating, engaging and achieving in education, secure in their identities, language and cultures and contributing fully to New Zealand's social, cultural and economic well-being.

"If you think you can't do something, just think the complete opposite."

STUDENT

"My hopes and dreams for Patrick are that he reaches his full potential and he's happy and well balanced."

PARENT

our success

How we'll know we've succeeded

SCHOOL PRACTICE

In 2010 the Education Review Office (ERO) developed a set of indicators to review inclusive practices in schools. ERO will review a random sample of schools every two years to 2014 against these indicators.

	2010*	2012**	2014 target
Mostly inclusive	50%	77%	80%
Some inclusive practices	30%	16%	20%
Few inclusive practices	20%	7%	None

*Primary and secondary schools

**Primary schools only

SCHOOL PLANNING AND REPORTING

The Ministry of Education works with schools to integrate inclusive practices in their planning and reporting.

	2012	2013	2014 target
High effectiveness	5%	10%	16%
Middle effectiveness	28%	52%	84%
Developing effectiveness	67%	38%	0%

SYSTEM INDICATORS

The Ministry logs and follows up on any complaints from parents about non-inclusive practices and enrolment issues.

The New Zealand Council of Educational Research Inclusive Practices Self-Review tool will provide the Ministry with aggregated national trends in inclusive practices.