Inclusive Education in ITE

Wednesday 20 August
10.00am-12.00pm

In preparation please:
- Turn on your cameras
- Ensure your microphone is muted to maintain audio quality
- Introduce yourself using the chat – Let us know your name, where you come from and what your role is there!

Teaching Council of Aotearoa New Zealand

Matatū. Tū Mataora.
Stand tall. Shape the future.

Te whare o te Matatū

Video

- https://inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/learn-about-diversity-and-equity-together#plan-for-all-learners-658

Agenda | Paekōrero

- Speakers:

- Frian Wadia (MNZM) & Dane Knight

(5 minutes break)

- Julie Hook

- Breakout – 20 minutes

- Wrap up

Frian Wadia & Dane Knight

EGL in Education

Presented by Frian Wadia MNZM

[VIPS Equity in Education](#) Advocacy Group

20th September 2023

For Teaching Council Inclusive Education Symposium

Frianwadia@gmail.com

What is EGL?

EGL is a **social movement** led by disabled people and their whānau in Aotearoa in response the oppression of disabled people.

It's intention is to **shift power and authority** from government to disabled people and their families.

The EGL approach can be used as a **relationship & equity framework** to guide positive change for disabled people, families, communities and governance structures.

Value of EGL

Led by disabled people & whānau "Nothing about us without us!"

Social model of disability

Mana, self-determination & voice

Aligned with Whānau Ora

Upholds the rights of disabled people: UNCRPD

Upholds Te Tiriti O Waitangi & UNDRIP standards

Vision of EGL

The EGL Vision looks forward to a future when "disabled children and adults and their families will have **greater choice and control** over their **supports and lives**, and make more use of **natural and universally available supports**."

EGL vision in education

- Choice …
- Control …

- Person centred supports …
- Lives …

- Natural supports …
- Universally available supports …

- Availability of opportunities, twin track approach
- Agency, student/whanau voice, partnership, across all learning processes
- Accessibility: What, where, how? Accommodations and adaptation of curriculum
- Abilities, skills, community participation, life outcomes
- Peer relationships, wider contexts, different staff
- Universal Design…. for learning, environments, etc.; planning intentionally for inclusion

EGL principles

Self-determination

Beginning early

Person-centred

Ordinary life outcomes

Mainstream first

Mana enhancing

Easy to use

Relationship building

How can you use the EGL principles in education?

Acknowledge student voice, priorities, strengths and interests

Use EGL principles & concepts when engaging with students & whanau

IEPs & formal meetings based on EGL principles

Transitions in & out of ECE/school guided by EGL

Ensure teaching practice is guided by EGL principles and approach

As a planning & decision making framework

For engagement with school community & professionals

For evaluation & self-reflection of inclusive practice

5 key characteristics of EGL

1. Self-directed planning & facilitation

2. Cross govt individualised & portable funding

3. Person in wider context, not just funded

   disability supports

4. Strengthening families and whānau

5. Community building to develop natural supports

1) Self directed planning and facilitation.

- All education supports and services are led by the **interests, strengths, aspirations and needs** of disabled students and their families –person centred!

- A mana enhancing, strengths-based plan guides the learning, allocation of supports and inclusion of disabled child.

- Self determination about what and how supports are used.

- One plan or IEP?

- Communication and engagement with professionals and educators is easy and streamlined through a key point of contact.

2) Cross government individualised and portable funding.

The intent and goal for EGL is that all government funders will contribute to one funding pool that is determined through a simple process of self-assessment (or supported self-assessment) and confirmation.
This is not happening in education as yet, so how else can students and families exercise choice and control?
What processes can allow for better self-determination, choice & control?

3) Considering student in their wider context, not in the context of funded support services only.

Other than paid education staff and professionals, who else is the disabled student connecting with?

Who supports the disabled student informally and organically? Natural Supports?

What happens in the playground, break times, assemblies, concerts, trips, sports days etc.?

Which groups, networks, communities does the disabled student belong to outside of school?

How well does the wider community appreciate and value the disabled student?

4) Strengthening families and whānau.

- Conscious commitment & time to build partnerships with family & whānau… in policy & practice!

- Understanding & upholding disabled children's rights & agency, choice & control.

- Honest, open & respectful communication.

- Collaborative, child/family centred decision making.

- Genuine value & respect for family contribution.

- Clear voice mechanisms & feedback across levels.

- Easy to use accountability pathways.

5) Community building to develop natural supports.

- Inclusive attitudes & welcoming school culture, appreciative of the diversity and learning opportunities that disabled children & their families bring.

- Disabled children are actively participating across education settings and valued by their school communities.

- Educators, staff and wider communities are educated/trained and supported to be inclusive, supportive, and valuing of diversity.

- What does the school/ECE do to support inclusion of disabled students?

- Are management & learning practices, processes, communication ableist or mana enhancing?

- How do school policies influence social inclusion & equity?

What legislation and rights frameworks does EGL align with and support?

- **Education & Training Act 2020**

- Section 33 - free education, enrolment & full-time attendance

- Section 34 - same rights to education

- Section 42 - flexibility and safeguarding the right to full time attendance

- Section 127 - board obligations to being inclusive, upholding all relevant student & human rights, addressing any form of discrimination

- Section 5 (4) - Education & Learning Objectives inclusion, diversity, community participation, citizenship, preparedness for work

- NELP - learners at centre, barrier free access, inclusive education

What legislation and rights frameworks does EGL align with and support?

- **NZ Bill of Rights Act 1990** - freedom from discrimination on grounds of disability

- **The Human Rights Act 1993** - sets out prohibited grounds of discrimination which includes disability

- **NZ Disability Strategy** - twin track approach: full access to mainstream services and targeted support.
- Education must be high quality, inclusive teaching practice as a key competency
- Choice & control
- Accessibility

New Zealand
Disability
Strategy
2016-2026

Office for
Disability Issues
Te Tari Mō Ngā Take Hauātanga

What legislation & rights frameworks does EGL align with and support?

- **UNCRPD guiding principles** – dignity, autonomy, choice, independence, non-discrimination, full and effective participation and inclusion in society, equality of opportunity, accessibility.

- Principle 8 - Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

- UNCRPD article 24 – Right to inclusive education, reasonable accommodation and adaptations.

- General Comment 4 - requires an ongoing commitment by all stakeholders to work towards inclusive education.

- UNCRPD article 19 - on living independently & community participation

Concepts and perspectives to consider when embedding EGL in the education space?

Inclusion... mainstream first: Is inclusion prioritised across policy, practices, teaching & culture?
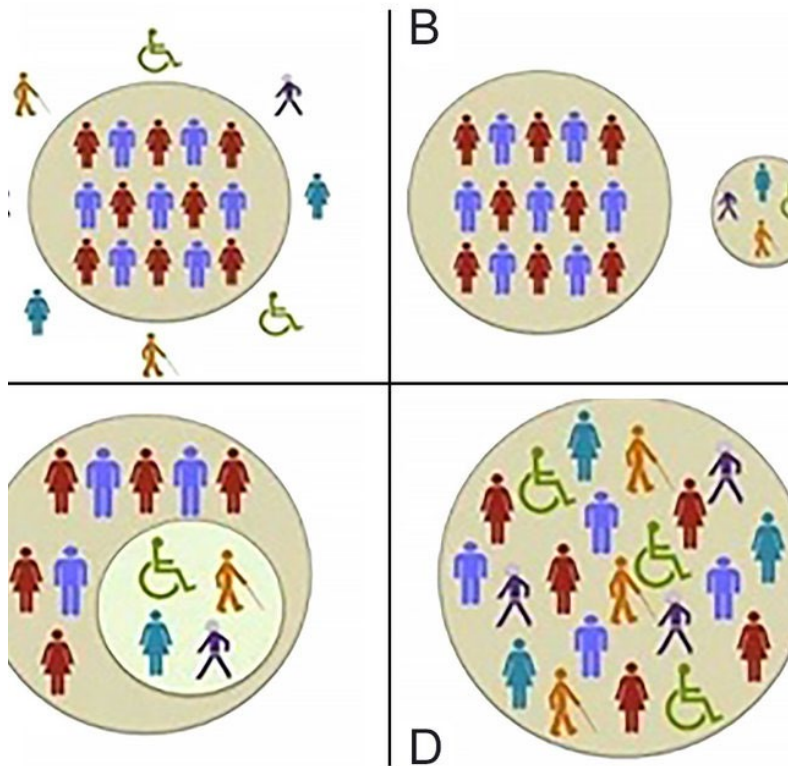
- Is there clear shared understanding of inclusion as per General Comment 4 by UNCRPD?

- Is there access to all mainstream spaces & curriculum?

- Mainstream spaces & curriculum are planned for & designed with inclusion of all students.

- Are necessary accommodations & adaptations offered?

- Improving understanding of inclusion for all: board, management, professionals and wider community including students.

- Is an inclusive culture planned for and worked towards continually?

Choice & Control... self determination & student's voice.

- What are the student/family's priorities?
- How can they express and share these?
- Is there full accessibility across education?
- What supports are needed?
- How are the supports best used?
- Does the student have control over their learning and participation?

Community participation / Ordinary Life Outcomes

- Friendships
- Being valued & appreciated
- Sense of belonging
- Opportunities to contribute
- Extra curriculars, assemblies, trips, etc.
- Sports & PE
- Outdoor trips
- Awards and ceremonies
- Work experience
- Employment

Supports & practices that are EGL aligned: specialist + universal / natural supports

- **Beginning early**: **timely supports** so children thrive rather than survive!

- **Person centred**: are the supports **appropriate & adequate** to individual needs?

- What **reasonable accommodations and adaptations** are put in place based on individual needs?

- Is **universal design for learning & inclusion embedded** from the start across the educational environments and planning for learning?

- **Twin track approach (mainstream first + person centred)**: is there a good balance of UDL & individual/targeted specialist supports?

- **Mana enhancing**: are all interactions between disabled student and teachers, peers, other professionals & wider school community **strengths based** & mana enhancing?

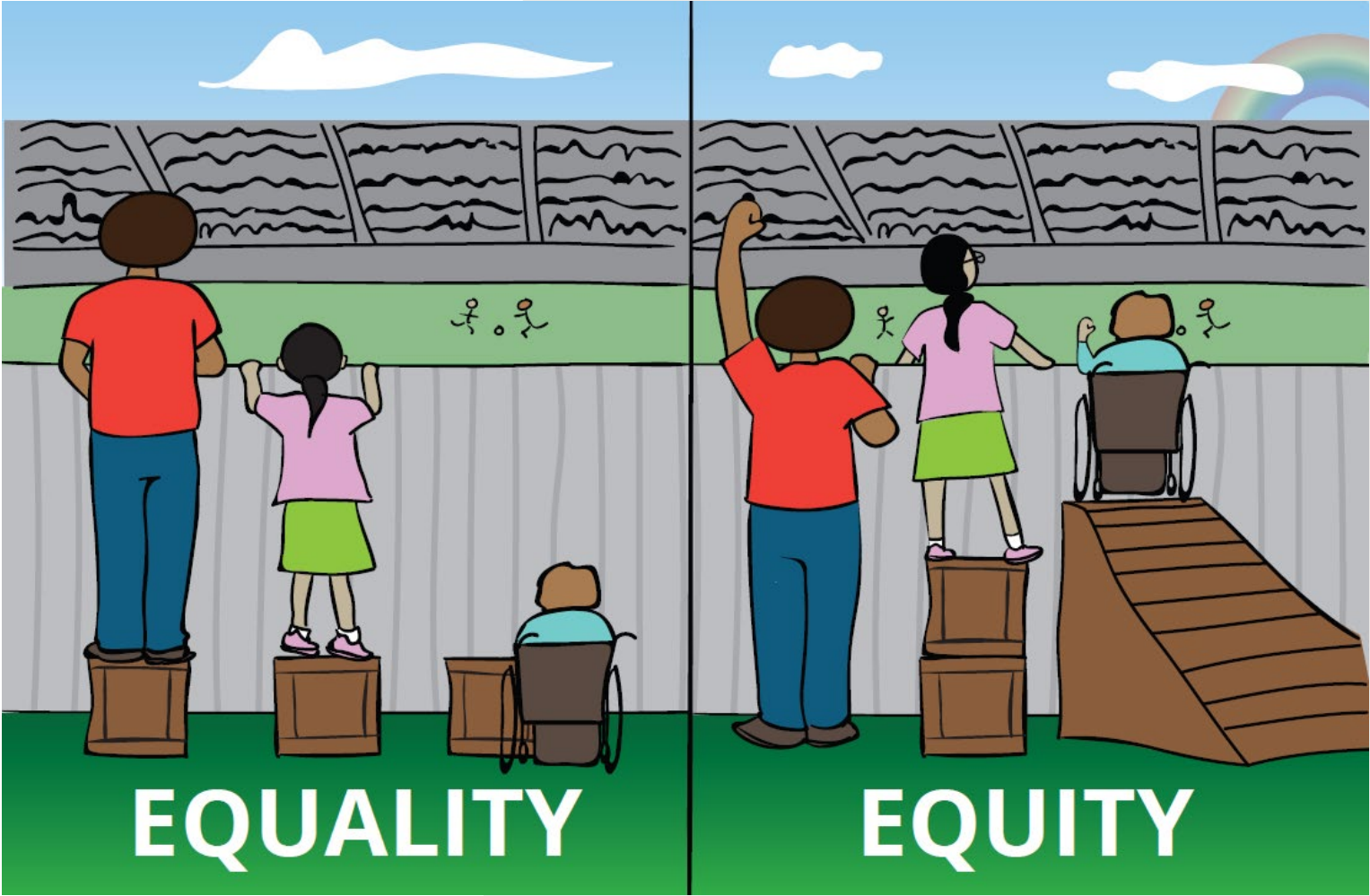# Human Rights Approach & Principles based decision making

- ✓ **Participation**
- ✓ **Empowerment**
- ✓ **Decision making**
- ✓ **Non-discrimination**
- ✓ **Accountability**
- ✓ **Balance b/w conflicting rights**
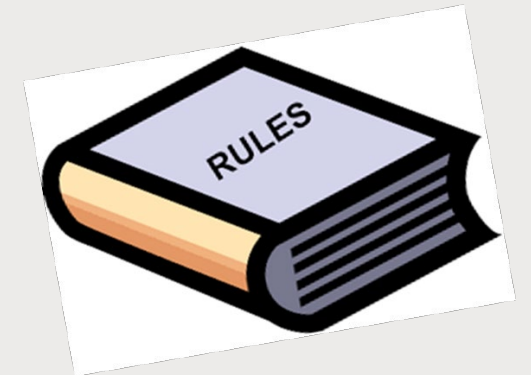
Siloed approaches

Equity

Impact on quality of life across the life span, thru daily interactions with community, services and sectors.

- Friendships & personal relationships

- Participation in community

- Safety & wellbeing

- Mental health & emotional wellbeing

- Physical health & life span

- Employment & career

- Family & children

- Realisation of human rights & citizenship.

Are you enabling good lives for disabled students?

Do you understand inclusive education?

Do you understand the importance of ordinary life outcomes?

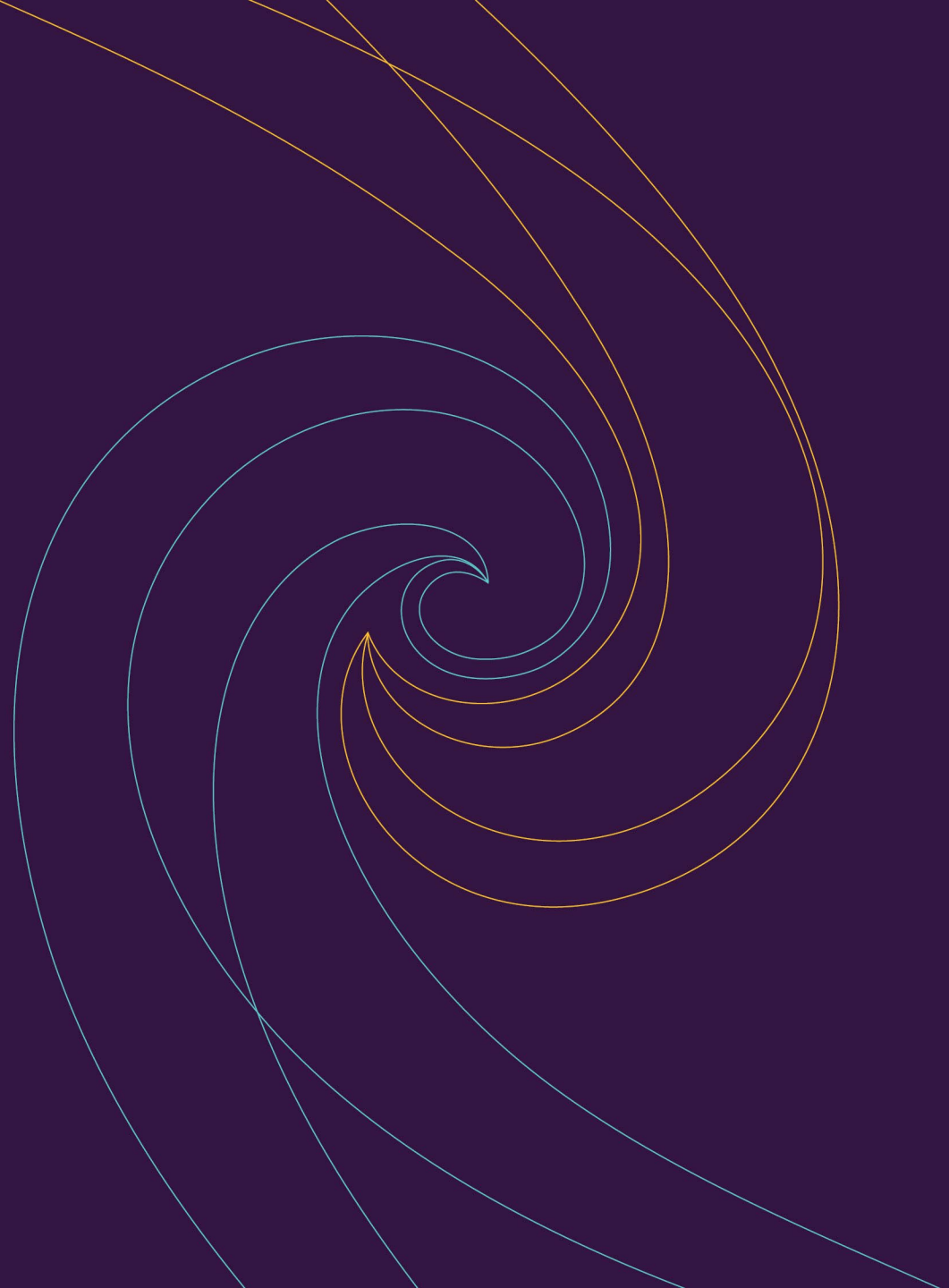Do you know how to enact equity and uphold disability rights in the education context?

5 minute break – see you back soon!

- Please turn your video off and mute your microphone while you are away.

Julie Hook

Inclusive curriculum as a key driver for inclusive education system shifts

Inclusive Education Symposium – 20 September

Author: Julie Hook

Te Poutāhū
Curriculum Centre
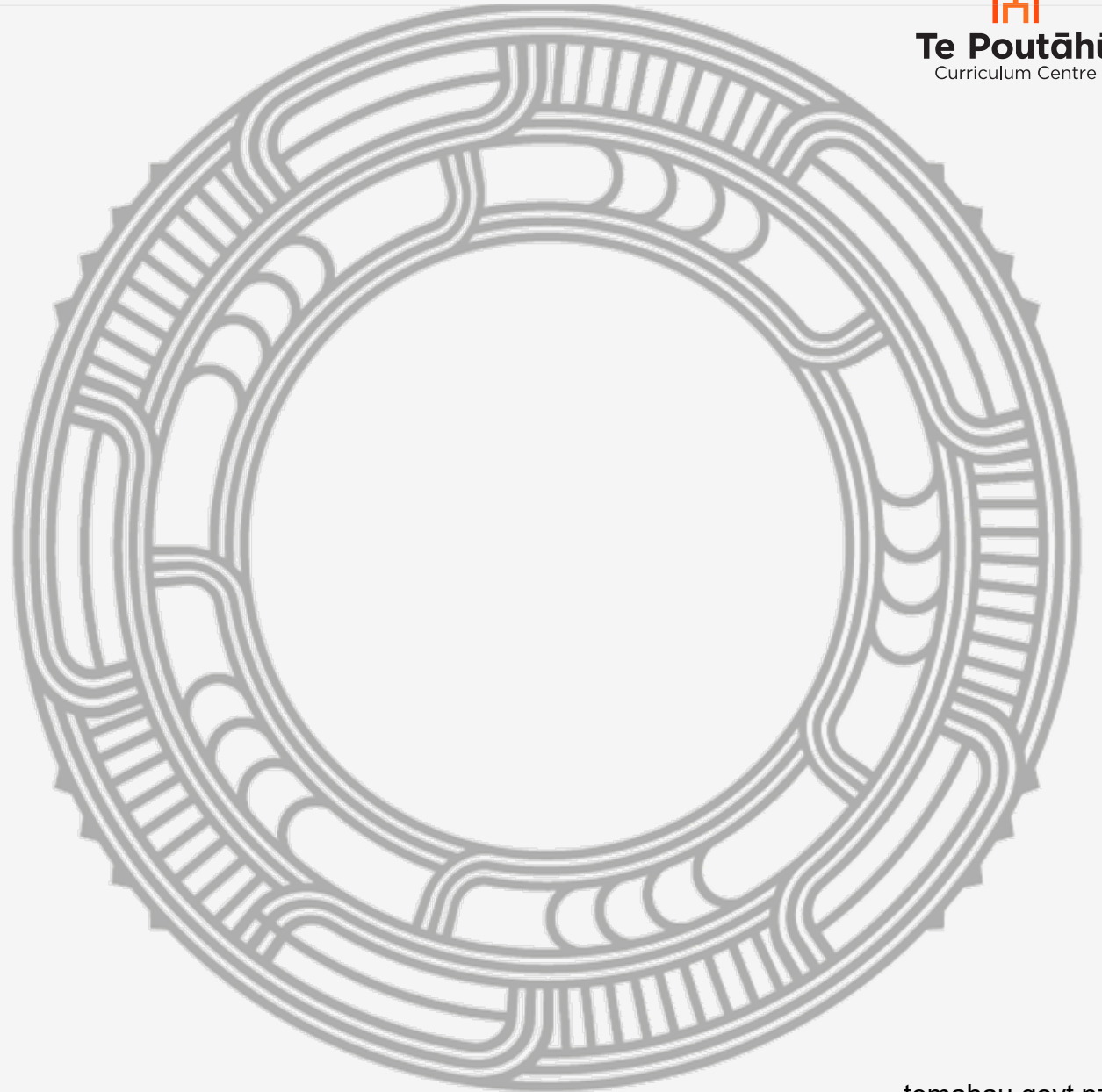
Te Tāhuhu o
te Mātauranga
Ministry of Education

Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau wānanga
E hora nei.

Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.

Overview

❖ Inclusive lens on curriculum – Te Mātaiaho and the Common Practice Model

❖ Addressing barriers to inclusive education – it's a collective effort !!

Te Mātaiaho ….. powerful lever for system change
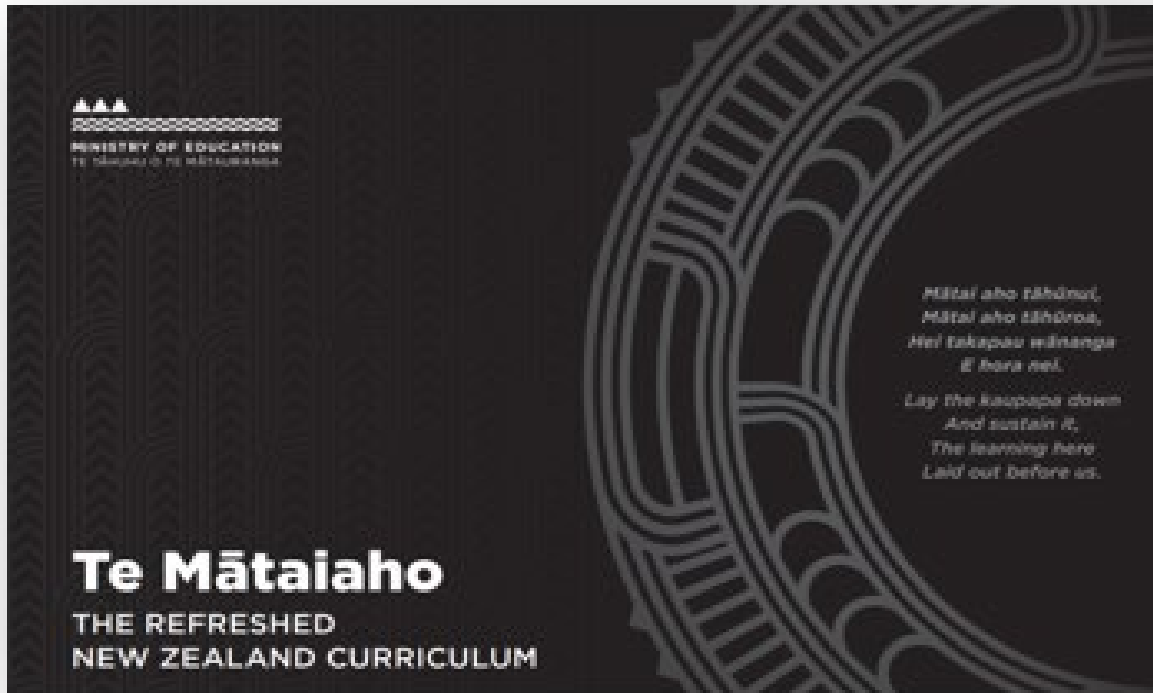
The principles and actions of fairness, justice and equity are at heart of an inclusive education system, with curriculum, pedagogy assessment and the design of local school or classroom curriculum being enabling or disabling (Slee, 2020).

He Tirohanga Whāroa, the 30-year vision and objectives for education in Aotearoa NZ, as expressed through the National Education Learning Priorities (NELPs) lays down the transformational aspiration of an **inclusive education system focused on equity and excellence**

What does inclusive curriculum mean ?

Offering every learner a high-quality curriculum, allowing them to reach their open-ended potential just as they are, by respecting their diverse characteristics, needs, abilities and expectations and by removing structural and cultural barriers, including biases and discrimination. There is a stronger emphasis on belonging and wellbeing.

OECD (2021), *Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum*, **OECD Publishing, Paris**

Addressing the barriers and educational inequities- it's a collective effort

Examples…..

- For disabled learners and those learners requiring ' support for learning' current approaches for determining who is eligible for additional support often have perverse effects and signals that for these learners something additional or different is needed to be provided – which in fact creates exclusionary beliefs, attitudes, and practices. (Slee 2019)

- The creation of a twin track system i.e., learning support / special education and education, through the emphasis on determination of eligibility for additional / learning support, primarily attaches support to an individual learner – leading to the perspective that some learners need something separate and different to the rest of the class- perpetuating the 'bell curve' thinking. (Florian, 2007&,2008, Macarthur, 2021)

- The situation of 'problems' with participation and learning within the child without considering the limitations and effects of particular teacher practices, curricular and pedagogical decisions (Skidmore 2002)

- Deficit theorising and low expectations based on preconceived notions of learners where there is a focus on what the learner cannot do leading to conscious / unconscious racist and ableist attitudes and behaviours. (Skidmore,2002)

- Perspectives that students need to fit the curriculum rather than a curriculum that fits the and responds to the diversity and uniqueness of all ākonga

Te Mātaiaho
THE REFRESHED
NEW ZEALAND CURRICULUM

Mātai aho tūhūnui,
Mātai aho tūhūroa,
Hei takapau wānanga
E hora nei.

Lay the kaupapa down
And sustain it,
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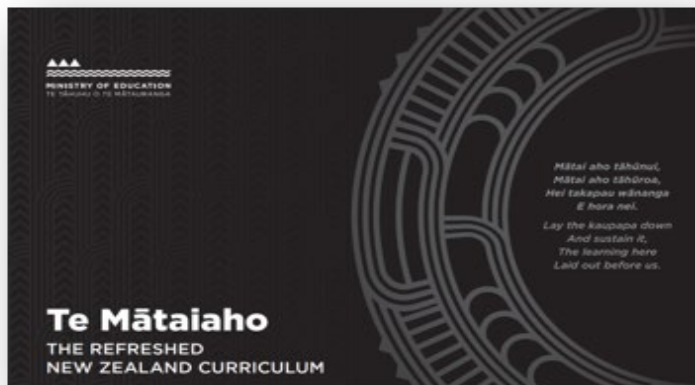
An inclusive curriculum means….having each ākonga in mind and their right to belong and flourish/thrive through high quality learning experiences. This curriculum responds to diversity, acknowledging each ākonga as having open-ended potential and makes clear the need to **address educational inequities through affirmative actions.**

(NZCR – Coherence Oversight Group, Mātaiaho Reference Group, 2022)

- **Content demonstrates that the diversity of all ākonga and their whānau in a school community is recognised, valued, and celebrated,** through their unique identities, languages, cultures, abilities, perspectives, knowledges, and contexts, so that every ākonga can see themselves within the content

- **Content demonstrates that all ākonga have a right to learning experiences that are designed with their diversity and variability in mind.**

- **The content provides opportunities for all ākonga to demonstrate their progress and successful learning, acknowledging their different starting points, rates of learning and progress, and ways of demonstrating this.**

- **The content models the inclusive accessible design it expects from educators** Accessibility Guide: Leading the way in accessible information - Ministry of Social Development (msd.govt.nz)

Whakapapa of *Te Mātaiaho*

The design of the whakapapa encompasses seven curriculum components. The simple circular design is made up of whakarae (patterns) that breathe life into the whakapapa and reflect the ideas of observing, reading the signs, and navigating our way forward.

WHY

MĀTAIRANGI | The guiding kaupapa

The overarching kaupapa, expressing the centrality of Te Tiriti o Waitangi and its principles

Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora. | *Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.*

The outer rings represent our guiding kaupapa.

MĀTAIAHIKĀ | Relationships with tangata whenua

Learning through relationships with tangata whenua

Mātai kōrero ahiahi. | *Keep the hearth occupied, maintain the stories by firelight.*

Poutama curves represent relationships with tangata whenua and the community.

MĀTAINUKU | Creating a foundation

The curriculum principles and their associated calls to action

Mātai ki te whenua, ka tiritiria, ka poupoua. | *Ground and nurture the learning.*

The centre rings represent purpose and calls to action.

HOW

MĀTAIOHO | School curriculum design and review

The process by which schools draw on the national curriculum to design, implement, and review their school curriculum

Mātai oho, mātai ara, whītiki, whakatika. | *Awaken, arise, and prepare for action.*

Unaunahi scales represent knowledge wealth, purpose, and know-how.

MĀTAITIPU | Vision for young people

The educational vision for young people, as conceived by young people

Mātaitipu hei papa whenuakura. | *Grow and nourish a thriving community.*

The inner rings and circle space represent the vision and students at the centre.

MĀTAIAHO | Learning areas

The purpose, big ideas, knowledge, and practices for each of the eight learning areas

Mātai rangaranga te aho tū, te aho pae. | *Weave the learning strands together.*

Taratara-a-kae niho notches represent diversity, resilience, and mana.

MĀTAIREA | Supporting progress

The whole schooling pathway, and the overarching focus at each phase of learning

Mātai ka rea, ka pihi hei māhuri. | *Build and support progress.*

Niho kurī lines represent building and supporting the development of students.

WHAT

What is the Common Practice Model ?

It is:

- Evidence-informed pedagogical approaches and practices
- Practical guidance to support teaching

Leading to:

- Teaching that works, consistently
- Clarity of learning
- Progress and support for all students

: https://vimeo.com/858467015/d6945c1f47

Te Mātaiaho	**Pedagogical principle**			
	Tautōhito urutau | Adaptive practice			
	Essential pedagogies			
	Hononga ako | Caring for learners and their learning			
	Te piko o te māhuri | Connecting learning to each learner			
	Rangapū mana taurite | Building power-sharing partnerships			
	Kauneketanga | Being urgent about progress			
	Kauawhitanga | Designing for inclusion			
	Progress steps		**Progress outcomes**	
	Literacy & communication	Maths	Literacy & communication	Maths
	English (phase 1)	Mathematics and statistics (phases 1 & 2)	All learning areas (phases 2–5)	All learning areas (phases 2–5)

Common Practice Model	**Pedagogical approaches**	
	Culturally responsive teaching	
	Relationships with literacy, communication, and maths	
	Rich interactions	
	Explicit and intentional teaching	
	Approaches for literacy and communication	**Approaches for maths**
	Critical literacy	Critical maths
	Active learning	Planned investigations
	Multiliteracies	Thinking and working mathematically
	Linguistic responsiveness	
	Pedagogical practices	
	Creating an inclusive learning environment	
	Organising for learning	
	Designing and enabling connected learning	
	Prompting and questioning	
	Reflecting on teaching and learning	
	Practices for literacy and communication	**Practices for maths**
	Engaging with texts	Fostering relationships with maths
		Engaging in maths processes
		Using maths representations and language

The Common Practice Model and Te Mātaiaho

Te Poutāhū
Curriculum Centre

Te Mātaiaho

Pedagogical principle

Tautōhito urutau | Adaptive practice

Essential pedagogies

Hononga ako | Caring for learners and their learning
Te piko o te māhuri | Connecting learning to each learner
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Progress steps		Progress outcomes	
Literacy & communication	Maths	Literacy & communication	Maths
English (phase 1)	Mathematics and statistics (phases 1 & 2)	All learning areas (phases 2–5)	All learning areas (phases 2–5)

Common Practice Model

Pedagogical approaches

Culturally responsive teaching
Relationships with literacy, communication, and maths
Rich interactions
Explicit and intentional teaching

Approaches for literacy and communication	Approaches for maths
Critical literacy Active learning Multiliteracies Linguistic responsiveness	Critical maths Planned investigations Thinking and working mathematically

: https://vimeo.com/858467015/d6945c1f47

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temahau.govt.nz

We all have role to play …

a collective and collaborative effort is needed to address educational inequities and the barriers to an inclusive education system

We **shape** an **education** system that delivers **equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga** kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

temahau.govt.nz   education.govt.nz

Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government

Break out room conversation (20 minutes)

Provocation:

A collective and collaborative effort is needed to address educational inequities and the barriers to an inclusive education system.

What can you do to overcome the barriers to an inclusive education system? (think macro and micro)

Who do you need to collaborate with?

Video

- While you view the following video, please use the chat function to record your main take away from today's session, or a question you have.

Upcoming 2023 ITE Symposia

October 18	Professional Practice Assessment (B)	10.30am - 12.00pm
November 29	Curriculum Refresh (MoE)	9.00am - 12.00pm
December 6	End of Year Provider hui	10.00am – 11.00am

https://teachingcouncil.nz/professional-practice/ite-providers/ite-events/

Karakia Whakakapi

Karakia Whakakapi
Kua ea ki runga
Kua ea ki raro
E Rongo whakairihia ki runga kia tina.
Tina!
Haumi ē! Hui ē! Taiki ē!

Closing Affirmation
It has been completed above
It has been competed below
Let peace be suspended on high as a beacon to guide us.
Let us unite!
Let us gather together!
Let us secure our purpose!

Matatū. Tū Mataora.
Stand tall. Shape the future.

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