



# Framework for an Inclusive School Curriculum

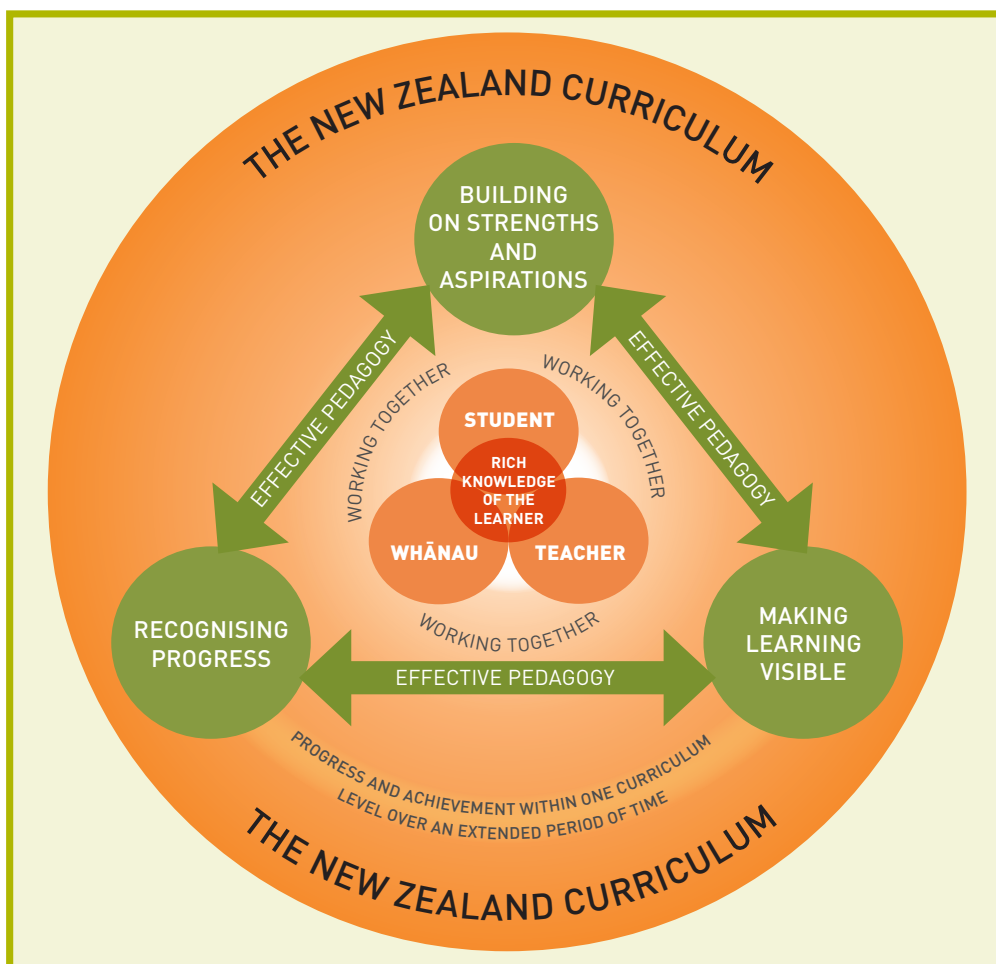
FROM THE ONLINE RESOURCE *INCLUSIVE PRACTICE AND THE SCHOOL CURRICULUM*

*Nāu i whatu te kākahu,  
He tāniko tāku.*

*You have woven the cloak,  
I will fashion the border.*

Figure 1 shows the framework that underpins this resource. The framework embodies the key elements of an inclusive school curriculum that together ensure progress and achievement for all students. As well as showing how these elements connect and interact, the diagram provides a structure for this resource, with the key elements forming the major section headings.

Figure 1: Framework for an inclusive curriculum



The framework shows the teacher, student, and whānau at the centre of the inclusive curriculum, working together (and with others<sup>3</sup>) to gather rich knowledge of the student. This knowledge, the New Zealand Curriculum, and effective pedagogy provide the essential foundations on which inclusive practice is built, supporting the teacher to build on **all** students' strengths and aspirations, to make their learning visible, and to recognise their progress. A particular focus is illustrating progress and achievement for students working within level 1 of the curriculum for an extended period of time.

<sup>3</sup> [Figure 3](#) in the section Working Together shows the full network of support for students with special education needs.