



Facilitating Professional Learning


FROM THE PROFESSIONAL DEVELOPMENT RESOURCE
INCLUSIVE PRACTICE AND THE SCHOOL CURRICULUM



Acknowledgments

The Ministry of Education acknowledges the contributions of the following in developing these resources:

- the Inclusive Education Capability Building (IECB) project team
- the IECB Sector Advisory Group
- critical friends to the IECB project.



This icon brings together the symbols we associate with the New Zealand Curriculum and inclusive education:

- The **nautilus** is a symbol of growth, of intellectual and spiritual development that builds on what has gone before.
- The tip of the **feather** represents our maunga (mountains), our heritage and foundation, challenging us to ascend and strive for success; the three koru represent three fountains of Ka Hikitia – the learner, whānau, and professionals.

Integrating these two symbols signals that in New Zealand we have one education system for all.

Published by the New Zealand Ministry of Education.
www.education.govt.nz

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ISBN 978 0 478 16379 7



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Facilitating PLD about Inclusion

Mā te tika o te toki o te tangere, me te tohu o te panaho, ka pai te tere o te waka i ngā momo moana katoa.

By designing and shaping the keel of the waka to perfection, your canoe will overcome obstacles.

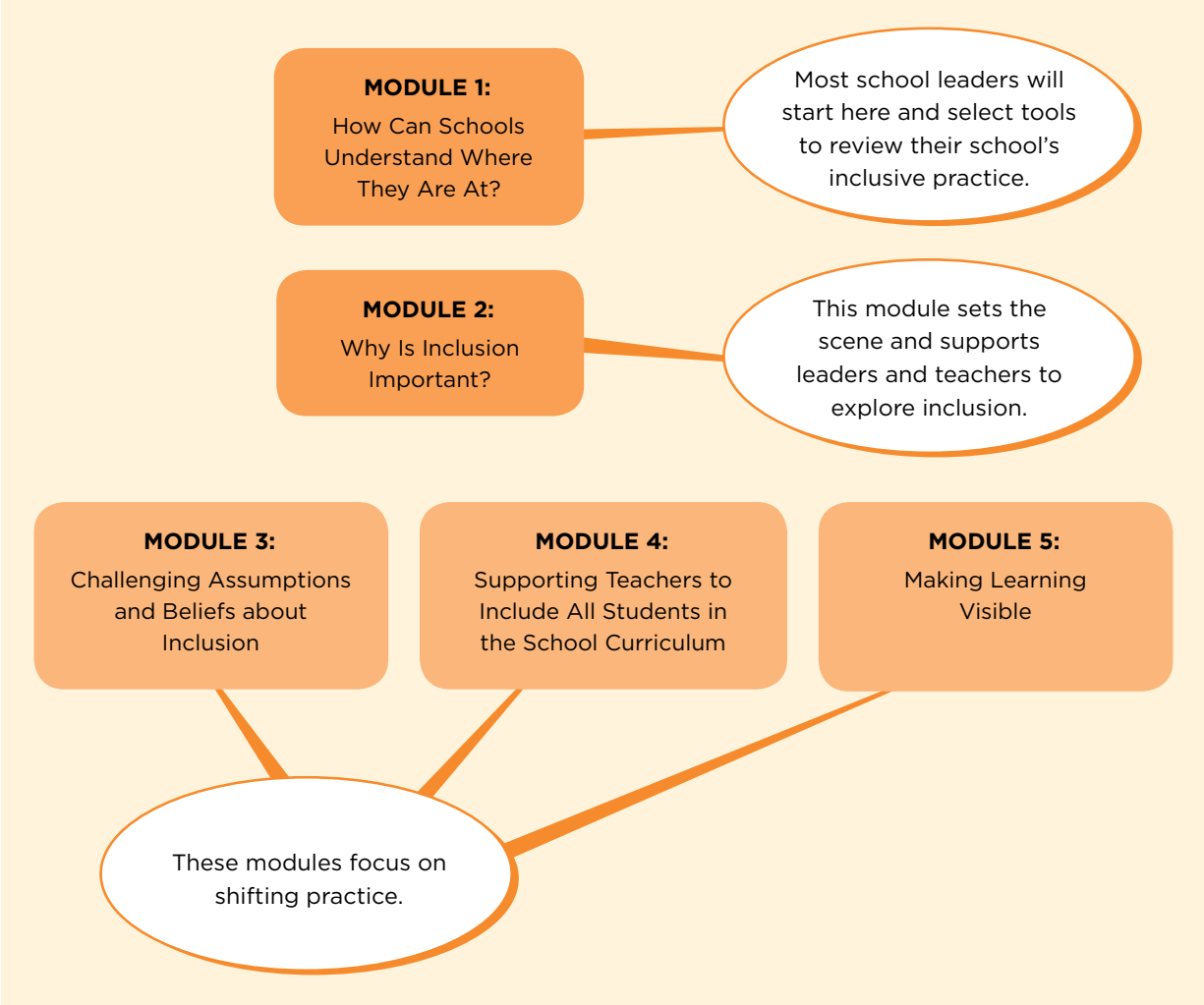
About this guide

This is a guide to using the resource *Inclusive Practice and the School Curriculum* in professional learning and development (PLD) with schools.

This guide is for leaders of PLD working in English-medium school settings to build inclusive practice. This includes:

- leaders in schools
- leaders of learning support
- PLD facilitators
- specialist teachers
- Ministry of Education staff.

This guide is made up of five modules shown in the diagram below:



Each module has professional learning activities that include suggestions for facilitation, links to required resources, and useful templates for the activities. If you are working with hard copy, you will need to access the online version to activate the links.

Using *Inclusive Practice and the School Curriculum* in a PLD context

Exploring *Inclusive Practice and the School Curriculum*

Before using *Inclusive Practice and the School Curriculum* with a school, take some time to explore the resource. Use the outline below to help you understand how it will support you when leading PLD in a school.

Sections of <i>Inclusive Practice and the School Curriculum</i>	What's in here for leaders of PLD?
<p><i>Implementing an Inclusive Curriculum</i></p> <p>Includes:</p> <ul style="list-style-type: none"> • A discussion on inclusion and the New Zealand Curriculum • A framework for an inclusive school curriculum, with sections on: <ul style="list-style-type: none"> - Building a Rich Knowledge of the Learner - Working Together - Effective Pedagogy for All Students - Building on Strengths and Aspirations - Making Learning Visible • A glossary of terms 	<p>Reflective learning activities that support educators to interact with the ideas in the text and apply them in their contexts. There are links to examples in <i>Inclusion in Practice</i> to show the concepts and ideas in real-life settings.</p>
<p><i>Inclusion in Practice</i></p> <p>Examples from New Zealand classrooms of inclusive practice across different learning areas</p> <p>These use the teaching as inquiry model and student, whānau, and teacher voices to illustrate how teachers supported all the students in their class to participate and learn. Each example shows how the teacher used differentiation, adaptation, and teaching strategies to support their students to participate, achieve, and belong in the classroom curriculum.</p>	<p>Reflective questions for discussion and links to related content in <i>Implementing an Inclusive Curriculum</i>.</p>

The activities in this guide introduce teachers and leaders to the ideas and concepts in *Implementing an Inclusive Curriculum*, *Inclusion in Practice*, and other related resources. They are useful starting points for facilitated learning conversations that will challenge, build on, and strengthen existing practice.

Leaders of PLD can use *Inclusive Practice and the School Curriculum* with teachers and leaders in one-to-one, small group/syndicate, or whole-school learning situations. The professional learning could be a planned series of staff meetings, a specific one-off syndicate or staff meeting, or individual conversations with teachers, based on the needs of learners in their classroom.

Some schools may have staff, such as an experienced learning support coordinator, who can facilitate PLD with their colleagues using *Inclusive Practice and the School Curriculum*. Other schools may prefer to draw on the skills and experience of an external leader of PLD, such as a Ministry-funded PLD facilitator or a Resource Teacher: Learning and Behaviour (RTLB).

Inclusive Practice and the School Curriculum has been designed to:

- support leaders of PLD by providing guidance and tools suitable for English-medium settings in New Zealand
- provide an accessible starting point for building an understanding of inclusive practice and for recognising where expertise and inclusive practice already exist within a school
- prompt educators to inquire into inclusive practice across their school, at both individual teacher and school-wide levels
- show what inclusive practice can look like in the different learning areas of the New Zealand Curriculum and at different year levels
- build teachers' ability to use differentiation and adaptation to ensure all their students can participate in the classroom curriculum.

Some examples of *Inclusive Practice and the School Curriculum* in use are provided below:

I worked with a teacher and his syndicate leader to explore effective differentiation strategies to support a small group of students who have additional literacy learning needs. Together, we unpacked Example 2 (English, Writing, Levels 2-3 - Haiku) from *Inclusion in Practice*. We transferred the learning to classroom practice by planning a couple of lessons that made use of similar strategies to those shown in the example.

Resource Teacher: Learning and Behaviour



As a department, we had never purposefully discussed the principle of inclusion, so I used the activity 'What does an inclusive school look like?' (Module 2, Activity 2.2) at one of our department team meetings. We specifically linked to our school's values and what this would look like within our department. It prompted a very interesting discussion among the team - we agreed on some things we could be doing better, and a few suggestions were raised for me to take back to the leadership team.

Head of Department

As part of my work in a school providing PLD about the New Zealand Curriculum, the school identified a need to use student voice to inform curriculum design. They wanted to make sure all students' perspectives were heard. With the leadership team, we used the *Building a Rich Knowledge of the Learner* section of *Implementing an Inclusive Curriculum* to plan a staff meeting and follow-up syndicate meetings. The teachers came up with fantastic ways to capture students' perspectives that didn't rely only on traditional methods such as interviews and surveys.

PLD facilitator

We carried out a self-review using the ERO questions on including students with special education needs (see [Module 1](#)). We identified the need to build teacher capability in using differentiated strategies to support all students within the classroom programme. As a team, we planned a series of staff meetings using the activities in [Module 4: Supporting Teachers to Include All Students in the School Curriculum](#).

School professional learning inquiry team

We were holding a 'maths kiosk' in the library during parent interviews and wanted to capture parent, whānau, and student voices on attitudes and beliefs about mathematics. We used the 'Whatu pōkeka' activity ([Module 2, Activity 2.4](#)) and created a collaborative whatu pōkeka to hang up in our hallway. We analysed the feather responses and decided on next steps to support learners and their whānau in mathematics.

Mathematics learning leader



A new student with complex learning needs will be starting at our school next year. When I was thinking about meeting the student's needs in the classroom, the Special Education Advisor from the local Ministry of Education office suggested I explore the concept of 'curriculum overlapping'. I had never heard of this before so she pointed me to the [Effective Pedagogy for All Students](#) section in [Implementing an Inclusive Curriculum](#). This has really helped my understanding of ways to support this student to participate, engage, and achieve within the classroom curriculum alongside their peers.

Learning support coordinator

As a school, we wanted to know how inclusive we are but didn't know where to begin. With the leadership team, we read [Module 1: How can schools understand where they are at?](#) This gave us a good starting point to consider different approaches to review our existing practices. We've decided to use the Inclusive Practices Tools.

Principal

I read the Working Together section of [Implementing an Inclusive Curriculum](#) and was really pleased to see that it reflects the way we work in many schools already. In a couple of schools, where the roles and responsibilities between team members are unclear, I used our usual meeting time to share the Working Together section and we completed [Activity 4.5 in Module 4](#). It really helped clarify who is in our team, our roles, and how we can work together effectively.

Specialist teacher (Outreach Service)





Building your own knowledge of inclusive practice

1. Engage in some personal professional development before planning and leading professional learning opportunities. For example:
 - Familiarise yourself with key Ministry of Education documents about inclusion: *Success for All – Every School, Every Child* and *What an inclusive school looks like*
 - Explore the guides on the *Inclusive Education* website
 - Read the latest ERO report about inclusion: *Inclusive Practices for Students with Special Education Needs in Schools*
 - In a secondary school environment, read *Inclusive Practice in Secondary Schools: Ideas for School Leaders* and join the *Secondary Learning Support Coordinators group* on the Virtual Learning Network (VLN)
 - Familiarise yourself with the structure and content in *Implementing an Inclusive Curriculum*
 - Explore the classroom examples in *Inclusion in Practice*
 - Read about the *Inclusive Practices Tools* on the Wellbeing@School website

2. Find out about inclusion-related PLD, projects, or initiatives.
 - If you are a leader of PLD working with several schools (e.g., an RTLB or PLD provider), talk with the leadership teams in the schools you support about the PLD, projects, or initiatives related to inclusion they are currently participating in or have recently completed. Consider the inclusive practices embedded at the school and how you will make connections between what each school is already doing and the PLD you provide.
 - If you are a leader of PLD in your school, talk with your colleagues, teachers, and leaders at schools in your cluster/s, and with others in your network (e.g., RTLB, staff at the local Ministry of Education office). Find out about PLD, projects, or initiatives related to inclusion that you can access or that other schools have found useful.

Examples include:

- Regional workshops on using the Inclusive Practices Tools
 - Positive Behaviour for Learning (PB4L) initiatives, e.g., Incredible Years Teachers, PB4L School-Wide, My Friends Youth, Restorative Practice
 - Specific workshop series, e.g., Tips for Autism
 - RTLB professional learning support.
3. Explore online professional learning networks, portals, and social media for groups, feeds, and communities interested in inclusion. For example, to find out more about Universal Design for Learning, try:
 - the Virtual Learning Network (VLN) - [Universal Design for Learning group](#)
 - following @CAST_UDL, @UDL_center, @enablelearning, and hashtags #udlchat #udl on Twitter
 - searching 'Universal Design for Learning' on the [Pond](#)
 4. Consider these questions for designing effective PLD on inclusion:
 - *How can we draw on existing expertise within the school?* Consider individual and collective staff strengths, in relation to both personal and professional experience.
 - *How can we develop a team of champions to strengthen inclusive practice in the school?*
 - *How can we build a shared vision as a team?* Think about how you will involve and empower all staff and how you will identify, celebrate, and maintain progress towards the school's goals for inclusion.
 - *What facilitation strategies will be most effective in this context?* Refer to the following resource sheet (Facilitation strategies for supporting professional learning) for ideas.

Resource sheet: Facilitation strategies for supporting professional learning

Purpose	Strategy	Procedure	Possible ICT support
Developing a shared understanding of an idea, strategy, or concept	Lotus	<p>Using a 3 by 3 grid, place an idea, statement, or phrase in the central space. In the other eight spaces around the outside, record the key points from a discussion of the statement.</p> <p>Take one of these key points and place it in the centre of a second 3 by 3 grid. Discuss this key point in more depth and record the points that arise, evidence in relation to it in your school, and possible steps or actions resulting from the discussion.</p>	<p>Consider setting the 3 by 3 grid in a Google document to capture the group's key points.</p>
	Postbox	<p>Participants respond to set questions on the idea by 'posting' their answers anonymously in corresponding envelopes or by writing on post-it notes and placing them on A3 sheets (one per question).</p> <p>Small groups are then given a set of responses to collate, summarise, and share back with the whole group.</p>	<p>Use apps such as Padlet or Linoit to collaborate on a 'wall' of responses, then have groups summarise the wall postings.</p> <p>www.padlet.com www.linoit.com</p>
	3 - 12 - 3 brainstorm	<p>In the first 3 minutes, participants think about the characteristics of the idea and write down as many as they can on separate index cards/post-it notes.</p> <p>In the next 12 minutes, teams draw three cards randomly from the pool of characteristics. Using these as thought starters, they explore the idea in more depth.</p> <p>Finally, in the last 3 minutes, the teams present to the larger group. After every team has presented, the entire group reflects on what was uncovered.</p>	

Resource sheet: Facilitation strategies for supporting professional learning (continued)

Purpose	Strategy	Procedure	Possible ICT support
Collaborative problem solving	Gap analysis	In small groups, participants respond to a question, statement, or issue by: <ul style="list-style-type: none"> describing the present state defining the desired state exploring the gap between the two and identifying the actions required to close it. 	Use a Google document to capture the group discussion.
	Twos to fours	In pairs, participants discuss a question, statement, or issue and formulate ideas. Each pair joins with another to expand the thinking or to reach a consensus. They report back to the whole group.	
Surfacing prior understandings of a concept or strategy	Spider chart	Select a key word or concept (e.g., diversity, engagement, inclusion). Each participant writes the word in a circle in the centre of a page. Around it, in 1-2 minutes, they write eight associations with the word ('legs' for the spider). Participants then share their spider chart with a partner and discuss the similarities and differences.	Consider using the Popplet app (computer or iPad) to create the spider web. popplet.com
Sharing understandings from research	Expert jigsaw	Groups of about four work together to unpack a question, topic, or allocated article, with each member becoming an 'expert' on it. The groups split up and new groups are formed that include an expert from every one of the previous groups. Each expert shares their understanding with the group, so that everyone gains a basic understanding of the full range of topics. If time permits, the original groups can re-form and discuss their new learning.	



Module 1: How Can Schools Understand Where They Are At?

“ *Self-review involves deliberate and on-going professional and organisational learning. It uses evidence to find out what is working well, so it can be sustained, and to identify and address any school-based conditions, beliefs, and practices that are limiting student learning.* ”

Ministry of Education, Introduction to the self-review tools, 2009, paragraph 6

Engaging in evidence-informed inquiry about inclusion will support schools to review their current strengths and needs and engage in professional learning that enhances inclusive practice and impacts positively on outcomes for students. It's important that **all students** are at the heart of any inquiry about inclusion, and their interests, learning, strengths, and aspirations are visible.

This module is for school leaders; it outlines four approaches for self-review about inclusive practice:

- Discussing inclusion and the New Zealand Curriculum
- Using conversation starters
- Using evaluation indicators and self-review questions
- Using the Inclusive Practices Tools.

The first two are designed to get conversations about inclusion started within the leadership team or with the wider staff. The second two are more formal self-review approaches based on specific sets of indicators that review school-wide systems and processes. Select a self-review approach that best supports your school's approach to inquiry and your purpose for reviewing inclusive practice.

Once you have engaged in self-review and identified your next steps using one of the approaches in this module, use the remaining modules in this guide to plan professional learning.



Essential reading for this module:

- [The NZC: A Curriculum for All Students](#) in *Implementing an Inclusive Curriculum*
- [Success for All – Every School, Every Child](#)
- [Inclusive Practices for Students with Special Education Needs in Schools](#)
- [Getting started with self-review](#) on the Wellbeing@School site

1.1 Discussing inclusion and the New Zealand Curriculum

This approach to self-review supports a staff group to reflect on and review their school curriculum to ensure it meets the changing demands and needs of their learners and communities.

Use The NZC: A Curriculum for All Students section in *Implementing an Inclusive Curriculum* to examine your team's perspectives on achieving an inclusive curriculum. There are three activities in this section that will support you to explore the extent to which inclusive practice is reflected and enacted in your school curriculum and to discuss next steps for achieving an inclusive school curriculum.



Resources required:

- [The NZC: A Curriculum for All Students](#) section in *Implementing an Inclusive Curriculum*

1.2 Using conversation starters

This approach to self-review supports a staff group to start exploring inclusive practices in their setting.

If your school is just beginning to explore inclusive practice, consider using this approach as a starting point – it should surface a range of understandings, assumptions, and beliefs and may result in some challenging conversations that prompt reflection and encourage change.

Select three or four questions from the list below and discuss these in small groups. For each question, reflect on what you are doing well and what your next steps are. Then share your discussions with the whole group.

Conversation starters could include:

- *What does inclusion mean to you?*
- *What phrases/words do you associate with the term 'inclusion'?*
- *What are our school's beliefs about inclusion? How are these evident in our school?*
- *What do inclusive practices in our school currently look like?*
- *How do we show we value diversity?*
- *How does our school encourage, respect, and value the contributions of all students and their families and whānau?*
- *How does our school create an environment in which all students are included in the school community?*
- *What does it mean to have an inclusive school culture? What would this look like and feel like?*
- *How does our school promote curriculum that is equitable and inclusive in meeting diverse learning needs?*
- *What challenges does our school face in achieving an inclusive curriculum?*
- *How can we build our inclusive practices? What are our next steps to strengthen inclusion in our school?*

Adapted from Edmonton Public Schools, 2013

1.3 Using evaluation indicators and self-review questions

The Education Review Office has released several resources that can support schools to review their systems, processes, teaching practices, and student outcomes. A recent report – *Inclusive Practices for Students with Special Education Needs in Schools* – has a clear set of evaluation indicators and self-review questions. These indicators and questions provide a helpful starting point for reviewing inclusive practice.

The evaluation indicators are grouped under four main themes. For each theme there is a series of high-level indicators and more detailed indicators. These can be used in the following way for self-review:

- Refer to the high-level indicators and decide on the key aspects you would like to review (e.g., ‘Students with special education needs are valued’).
- In small groups, get teachers to record evidence of what this aspect looks like in current practice in the school.
- Compare the evidence of current practice with the relevant detailed evaluation indicators.
- Identify your school’s strengths and next steps from this comparison.

The self-review questions are under three headings: ‘School values, culture, and commitment’; ‘Teaching and support to promote participation and engagement’; and ‘Outcomes for students with special education needs’. The questions can be used in the following way:

- Select the key questions you wish to review under each heading.
- In small groups, get teachers to record evidence of inclusive practice in the school for each question.
- Give staff an opportunity to express any questions that have surfaced in the discussions.
- Identify your schools strengths and next steps from this review process. Develop an action plan under the three headings.

Consider how you can include students, parents, families, and whānau in the self-review process by adapting the self-review questions. For example, you could hold whānau evenings or complete mini surveys to capture their perspectives.



Resources required:

The [evaluation indicators](#) and [self-review questions](#) in the ERO report about inclusion: *Inclusive Practices for Students with Special Education Needs in Schools*.

1.4 Using the Inclusive Practices Tools to support self-review

“The Inclusive Practices Tools and review process are designed to assist school staff to consider what inclusion means, and encourage schools to engage in a dialogue with their community to think critically about how best to support a diverse range of learners.”

About the Inclusive Practices Tools, n.d., paragraph 4

The Ministry commissioned the New Zealand Council for Educational Research (NZCER) to develop an inclusion self-review toolkit for schools. The tools are designed to support primary, intermediate, and secondary schools to engage in an ongoing review process for building inclusive practices for all learners. The kit is available on the [Wellbeing@School site](#).

The review process is a valuable exercise that involves surveying the school community, including teachers, students, and whānau. Data from the surveys can be analysed by the online tool to produce Inclusive Practices reports. The reports assist the school to identify possible strengths, as well as next steps to include in an action plan for inclusive practice. The tool allows flexibility so schools can consider a focus on one specific group of students and their whānau (e.g., year 9 students on entry to secondary school).

The website takes a school through the review process step by step.

The toolkit includes:

- a Student Survey (online or hard copy)
- a Community Survey (online or hard copy)
- a Staff Survey (online or hard copy)
- a School Review Profile (online or hard copy)
- links to additional resources for planning next steps
- an Inclusive Practices action plan template
- a range of online survey reports.



For leaders of PLD working in a range of schools, the schools you are working with may have already started or completed a self-review using the toolkit. If this is this case, the focus of PLD should ideally link to the self-review and its findings.

For leaders in schools, follow the review cycle step by step on the Inclusive Practices Tools website to ensure you complete the process. The 'Getting started' section clearly outlines the process and considerations at each of the five steps.

Contact your local Ministry of Education office to see if there is support available for the Inclusive Practices Tools self-review process.



Module 2: Why Is Inclusion Important?

“ Inclusion teaches us to think about we, rather than I. ”

Shapon-Shevin, 2008, page 53

The activities in this module introduce leaders and teachers to the topic of inclusion and to the materials in *Inclusive Practice and the School Curriculum*. There are six activities in this module:

- Activity 2.1 Including everyone
- Activity 2.2 What does an inclusive school look like?
- Activity 2.3 Inclusive practice in action
- Activity 2.4 Whatu pōkeka – students' views on why inclusion is important
- Activity 2.5 Exploring the *Inclusive Practice and the School Curriculum* website
- Activity 2.6 Knowing, believing, doing

Leaders and teachers will share and explore understandings on inclusion, reflect on the ideas in *Success for All - Every School, Every Child*, and relate what they have read and talked about to their own context. This module is likely to identify key areas for more discussion and set the direction for further professional learning.

Each activity has a particular focus. They can be completed in any combination or order.

All resource sheets referred to in the activities are at the back of the module.



Essential reading before facilitating this module:

- [About this resource](#) in *Implementing an Inclusive Curriculum*
- [Success for All – Every School, Every Child](#)
- [What an Inclusive School Looks Like](#)
- [Inclusive Practices for Students with Special Education Needs in Schools](#)

Other related resources

- [Developing an inclusive classroom culture](#) guide on the Inclusive Education site
- [Leading schools that include all learners](#) guide on the Inclusive Education site

Activity 2.1 Including everyone

The purpose of this activity is to introduce the topic of inclusion in an engaging and light-hearted way while challenging teachers and leaders to think about what inclusion means and looks like in a school.

It serves as a warm-up in which participants look at a cartoon about inclusion and talk about it with their colleagues in light of practice at their own school.

Resources required:

- Copies of resource sheet 2.1 'Clearing a Path'
Alternatively access this online and show it on a datashow or smartboard.

Task: Chat time

Put up the cartoon and the questions below. Ask everyone to turn to those around them and discuss the cartoon in relation to one of the questions.

- *What do we do already that models the 'clearing a path' approach? What else could we do? Who could help us with the thinking?*
- *Where in our school could we provide an equivalent to the ramp? – for example, captions on videos provide access to video content for students with hearing impairment but are really useful for second language learners or in noisy environments.*
- *What approaches or strategies do we make use of for one student that could be offered as choices to all?*

Give everyone 5 minutes to chat, then ask people to share the main points from their discussion with the whole group.

Activity 2.2 What does an inclusive school look like?

The purpose of this activity is to examine current understandings about inclusion and identify areas where more learning is needed.

“ *Inclusive education practices are about ensuring all students are made to feel welcome at school and are able to take part in all aspects of school life. Diversity is respected and school-wide practices and classroom programmes respond to students’ different needs, skills, interests, cultures and backgrounds.* ”

About the inclusive practices tools, n.d., paragraph 3

The activity has three tasks designed to explore what an inclusive school looks like. The tasks draw on people’s existing knowledge and understandings of inclusion and compare these with a description of inclusion for New Zealand schools.

Resources required:

- Video clip – [My World, My View](#) (8 minutes)
- Resource sheet 2.2 What does an inclusive school look like?
- [What an Inclusive School Looks Like](#)

Task 1: Initial brainstorm

Task instructions:

1. Watch the video clip ‘[My World, My View](#)’.
2. Working in groups of three, reflect on the video and use a spider-web chart to brainstorm ‘What does an inclusive school look like?’ Record each idea on a sticky note so they can be grouped easily in the next task.
3. Pair up with another group of three to share ideas. Combine the ideas of both groups under common themes to develop a collaborative brainstorm.

Task 2: Connecting with the ideas in Success for All – Every School, Every Child

Task instructions:

1. Continue working in your group of six. Use the resource sheet and align the discussion points from the brainstorm activity under ‘present’, ‘participating and engaging’, ‘learning and achieving’, and ‘belonging’. These are the key outcomes for students set out in *Success for All – Every School, Every Child*, the Ministry of Education’s strategy for building an inclusive education system.
2. As a group, discuss:
 - *What do we notice?*
 - *What are we wondering about?*
3. Read the Ministry of Education pamphlet *What an Inclusive School Looks Like* and discuss:
 - *What do we notice now?*
 - *Where are the strengths of what we developed on the resource sheet? Where are the gaps that we need to address?*
 - *What do we need to have further conversations about as a school community?*

Task 3: Questions for reflection

Facilitate a whole-group discussion about these questions:

As a school ...

- What do we **know** we do well? How do we know?
- What do we **think** we do well? How do we know?
- What do we need to find more out about? How will we achieve this?
- What should be our first steps in moving forward together?
- How can we ensure we're on the right track or pathway?

Activity 2.3 Inclusive practice in action

The purpose of this activity is to examine how collaborative partnerships can help a school ensure that all students are present, engaged, achieving, and belonging, and that their whānau are supported and active contributors. This introduces one of the key outcomes of *Success for All – Every School, Every Child*.

“ Inclusive education is about the full participation and achievement of all learners. In fully inclusive schools, children and young people with special education needs are engaged and achieving through being present, participating and learning. ”

Ministry of Education, 2014, page 1

In this activity, participants watch a video clip about inclusion and complete a jigsaw task to reflect on what contributes to students being present, participating, being engaged, achieving and feeling as though they belong at school. Listening to stories of inclusion is a powerful strategy for connecting with hearts and minds. The video clips provide opportunities to link to current experiences and challenge existing understandings.

Resources required:

- Resource sheet 2.3 Inclusive practice in action – learning circles
- Video clip 1 – [Learning Better Together](#) (19 minutes)
- Video clip 2 – [Education for All](#) (19 minutes)

Select one of the video clips for this activity.

Task 1: Preparing for viewing

Before watching the video, facilitate a group discussion about these questions to set the scene:

- What do you think ‘collaborative partnerships’ look like in a school environment?
- What does ‘learning better together’ look like in a school environment?

Task 2: Learning circles

Task instructions:

1. Work in four groups – one group for each row on the learning circles resource sheet:
 - Classroom practices
 - Beliefs and attitudes
 - Resourcing/staffing
 - Systems and processes.
2. As you watch the video clip, record notes and reflections on your assigned row on the resource sheet.
3. After watching the video, work in your groups. Discuss and summarise the key points for your row of the resource sheet.
4. Create a graphic representation of your key points (e.g., a mind map, PowerPoint, or Prezi presentation) to share with the whole group.
Alternatively, form new groups of four that cover all four rows of the template. Share and discuss the key messages identified in each row.

Task 3: Further discussion

After the groups have shared their key points, facilitate a whole-group discussion using these questions:

- *What was the main question that arose for your group from watching the video or discussions?*
- *What's the next step you will take to resolve this question?*

Activity 2.4 Whatu pōkeka – students' views on why inclusion is important

This activity supports a staff group to seek their students' perspectives about how inclusive the school is.

“ 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. ”

Ministry of Education, 2014, page 2

The activity introduces teachers to the whakataukī in *Success for All – Every School, Every Child* and outlines a task for them to complete with their students about what makes them feel valued and feel like they belong at school. (This task can also be adapted for capturing whānau voices.)

Resources required:

- Copies of *Success for All – Every School, Every Child*
Alternatively people can access this online during the activity.
- Copies of resource sheet 2.4 Whatu pōkeka. Make sure there are enough feathers for everyone to have two.



Task 1: Collaborative whatu pōkeka

Introduce the activity by sharing the whakataukī and its 'unpacking' in *Success for All – Every School, Every Child*. Distribute copies of the document or view it online.

Task instructions:

1. Take two feathers and record your responses to the following two sentence starters (one on each feather):
 - *I feel valued at school when ...*
 - *I feel I belong at school when ...*
2. Make a small group with three or four others and share your statements. Consider how you could do this task with your class (or classes) and use alternative sentence starters. (e.g., *I'm happy at school when ...*)

Bring everyone back together and ask each small group to share their discussion with the whole group.

Create a group whatu pōkeka by gluing the feathers onto a large piece of paper for hanging in a communal place in the school, such as the staffroom.

Ask everyone to create a whatu pōkeka with their class (or chosen classes) using the sentence starters they developed.

Task 2: What do students say about how inclusive the school is?

Once the class whatu pōkeka have been created, reconvene the group and ask everyone to share the whatu pōkeka created by their class.

Put the whatu pōkeka up around the room. Ask people to work in small groups and move around the whatu pōkeka to read what the students have said.

Task instructions:

1. Work in a small group and read the classes' whatu pōkeka. Look for common messages and note down students' comments that you find particularly powerful.
2. With your group, discuss these questions and record your main points on a flip chart or electronically to share with the whole group:
 - *What do the students' comments say about what an inclusive school means to them?*
 - *What do the students' comments say about how inclusive our school is?*
 - *What inclusive practices exist in the school that underpin the students comments?*
 - *Are there any comments that you find surprising, or comments that you expected to see but were not present?*
 - *To what extent do the whatu pōkeka reflect the voices of every child in the school?*

Bring everyone back together and ask each small group to share their discussion with the whole group. As they do this, summarise the main ideas on a whiteboard or Google Doc under the following headings:

- What are we doing well?
- What are our next steps?

Facilitate a group discussion about how to adapt this activity to capture whānau voices (e.g., at a whānau meeting) about what an inclusive school means to them and how inclusive they think the school is.

Activity 2.5 Exploring the *Inclusive Practice and the School Curriculum* website

The purpose of this activity is to explore the framework for an inclusive school curriculum in *Implementing an Inclusive Curriculum* and to become familiar with the *Inclusive Practice and the School Curriculum* site.

Participants discuss the framework and reflect on how it relates to their classrooms and their practices. Small groups then share questions that the framework raises for them, which are then used to explore the sections of the *Inclusive Practice and the School Curriculum* site.



Resources required:

- Copies of Figure 1 (the framework for an inclusive school curriculum) in *Implementing an Inclusive Curriculum*
- Smartboard, data projector, and laptop with an internet connection, or multiple laptops/tablets with internet connections to explore the *Inclusive Practice and the School Curriculum* site

Task 1: Unpacking the framework

Distribute copies of the framework diagram and facilitate a group discussion about these questions:

- *Why do you think it's necessary for the framework's elements to sit within the New Zealand Curriculum?*
- *What does effective pedagogy look like for students with additional learning needs?*
- *Building on strengths and aspirations, making learning visible, and recognising progress are prominent features of the diagram – what do you think this is saying about teaching and learning in an inclusive classroom?*
- *A rich knowledge of the learner is a central idea in the framework – who contributes to building this knowledge?*
- *Some students with additional learning needs are supported by a team, made up of people internal and external to the school. Where do you think these people would be if they were shown in the framework?*

Task 2: Relating the framework to practice

Task instructions:

1. Work in small groups and select two elements shown in the framework diagram. Discuss the questions below and record points and questions that arise on a flip chart or electronically to share with the whole group:
 - *What do we think these elements of the framework mean?*
 - *What do these parts of the framework look like in practice in our classrooms?*
 - *What questions does this framework raise for us about inclusive teaching and learning?*

Task 3: Exploring the site to answer questions

After the small groups have shared their key points, use the questions they have posed to explore the *Inclusive Practice and the School Curriculum* site. Ensure you show the group the corresponding area in the website for each element in the framework *Implementing an Inclusive Curriculum* (and point out that some sections are still under development). Also show them the classroom examples in the *Inclusion in Practice* area.

Activity 2.6 Knowing, Believing, Doing

The purpose of this activity is for participants to explore the role of knowledge, beliefs, and practices in inclusion and to identify their next steps in making a difference for all students.

In the activity, participants connect with their prior understandings about the knowledge, beliefs, and practices that make a difference in an inclusive environment. Following this brainstorm, they read a section from an article that encourages teachers to do things differently and to reconsider their attitudes and beliefs. To conclude, participants identify and share the next steps for themselves.

Resources required

- Copies of resource sheet 2.6 – *Knowing, believing, doing* (one per group, enlarged to A3)
- Small sticky notes
- Copies of pages 11–15 from the article [Developing Inclusive Practice: A Role for Teachers and Teacher Education?](#) by Martyn Rouse (one per participant)

Task 1: Drawing on prior knowledge

Task instructions:

1. Working in small groups, brainstorm answers to the question in the middle of Resource sheet 2.6 ('What knowledge, beliefs, and practices make a difference in an inclusive environment?').
2. Record the responses on sticky notes and place them on the resource sheet.

Task 2: Gaining new knowledge

Task instructions:

1. Read pages 11-15 of the article *Developing Inclusive Practice: A Role for Teachers and Teacher Education?*
2. In small groups, compare the key messages in the reading with the sticky notes from the brainstorm in Task 1.
3. Have a whole-group discussion on how the ideas in the reading have added to the prior knowledge seen in the sticky notes.

Task 3: Identifying next steps

Task instructions:

1. Working individually, consider where you are at in relation to the triangle. Ask yourself:
 - What are my next steps in order to connect with all three corners of the triangle?
 - What is the first thing I am going to put into effect? Why?
 - How will I go about putting it into effect? What support will I require?
2. In pairs, discuss your next steps and the strategies you have identified for acting on them.





CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Resource sheet 2.2 What does an inclusive school look like?

PRESENT	<p>School-wide culture</p> <p><i>The way a school welcomes a learner and the feel of the school</i></p>	
	<p>School leadership</p> <p><i>The strength of its leaders</i></p>	

PARTICIPATING AND ENGAGING	<p>School-wide systems and processes</p> <p><i>The way the school runs</i></p>	
	<p>Parent, whānau, and community connections</p> <p><i>The strength of its relationships</i></p>	

Resource sheet 2.2 What does an inclusive school look like? (continued)

LEARNING AND ACHIEVING	Teaching and learning <i>The knowledge and skills of its teachers in including all learners</i>	
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BELONGING	What an inclusive school <i>feels</i> like to students, whānau, staff, and community	
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Resource sheet 2.3 Inclusive practice in action - learning circles

	Classroom practices	Beliefs and attitudes	Resourcing / staffing	Systems and processes
Presence				
Participation and engagement				
Learning and achievement				
Belonging				

Resource sheet 2.4 Whatu pōkeka

Enlarge to A3





Knowing



Believing



Doing





Module 3: Challenging Assumptions and Beliefs about Inclusion

“ We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far. ”

Edmonds, 1979, page 29

Developing a fully inclusive school culture often involves touching hearts and minds and challenging individual and collective beliefs and assumptions about inclusion.

This module provides opportunities for leaders and teachers to deepen their knowledge and understandings of inclusive practice. It has six activities:

- Activity 3.1 Learning in an inclusive community
- Activity 3.2 Shifting thinking
- Activity 3.3 Building a shared language about inclusive practice
- Activity 3.4 What students say
- Activity 3.5 Learner profiles for teachers
- Activity 3.6 Equality versus equity through a UDL lens

The activities have been designed to trigger in-depth discussions that will surface existing knowledge, beliefs, and assumptions. There will possibly be some dissonance for participants along the way as they examine their current values and beliefs. As Timperley et al. (2007) have noted, dissonance is sometimes a necessary condition for effecting changes in practice.

Each activity has a particular focus. They can be completed in any combination or order.

All resource sheets referred to in the activities are at the back of the module.

Essential reading before facilitating this module:

- Sapon-Shevin, M. (2008). Learning in an inclusive community. *Educational Leadership*, September, 66 (1), 49–53.
- Effective Pedagogy for All Students section in *Implementing an Inclusive Curriculum*
- Building a Rich Knowledge of the Learner section of *Implementing an Inclusive Curriculum*
- Developing Learner Profiles information sheet from the Inclusive Education site

Other related resources

- McArthur, J. (2012). Leadership in the development of inclusive school communities. *Leading Lights*, edition 3. Newsletter of the New Zealand Educational Administration and Leadership Society (NZEALS).
- Developing an inclusive classroom culture guide on the Inclusive Education site
- Supporting Māori students guide on the Inclusive Education site
- Supporting Pasifika students guide on the Inclusive Education site

Activity 3.1 Learning in an inclusive community

The purpose of this activity is for participants to understand the strategies needed to create inclusive classrooms and to explore how they could use these strategies in their own school.

“*Inclusive classrooms create students who are comfortable with differences, skilled at confronting challenging issues, and aware of their interconnectedness.*”

Sapon-Shevin, 2008, page 49

How do we encourage students to respond thoughtfully and responsibly to differences in the classroom? In this activity, participants read a short article that challenges us to consider how “inclusive classrooms that pay attention to issues of fairness and justice bring to the surface questions that have the potential to shift students’ consciousness now and in the future” (Sapon-Shevin, 2008, page 53). Developing a schoolwide culture which values all for what they bring will have long-term benefits in shaping future community attitudes.

Resources required:

- Sapon-Shevin, M. (2008). Learning in an inclusive community. *Educational Leadership*, September, 66 (1), 49–53.
- Resource sheet 3.1 Learning in an inclusive community – reading circle

Task 1: Reading the article

Distribute the article to everyone, and allow 10–15 minutes for them to read it and individually complete the reading circle resource sheet.

Select from one of these two follow-up tasks:

Task 2a: Sharing reflections on the reading

Task instructions:

1. Work in small groups and share your reflections on the reading.

2. Record the following on a flip chart or in a Google Doc shared by all groups:
 - key messages we identified in the reading
 - a first step one member of our group is going to put into action
 - a question to explore further.

Bring everyone back together and ask each small group to share their discussion with the whole group using the notes they recorded.

Task 2b: Choosing a strategy for creating a positive, inclusive classroom

Task instructions:

1. Work in small groups and share your reflections on the reading.
2. Select one strategy from page 51 of the reading that is relevant to your school's context.
3. Explore your school's current practice in relation to the strategy, using these discussion starters:
 - *What do we currently do in relation to this strategy?*
 - *What could we do to strengthen the positive and inclusive nature of our school and classroom learning environments?*
 - *How will we know when we have achieved this?*
4. Record the results of discussions on a flip chart or in a Google Doc shared by all groups.

Bring everyone back together and ask each small group to share their discussion with the group using the notes they recorded.

Activity 3.2 Shifting thinking

The purpose of this activity is to examine the ways in which inclusive practices may represent shifts from traditional beliefs, attitudes, and practices and to prioritise strategies to achieve these shifts.

In the activity, participants consider some of the shifts in teacher beliefs and actions that are important for implementing inclusive practice. They share questions they have about barriers to achieving these shifts and work together to problem-solve ways of overcoming these.

Resources required:

- Copies of the 'Moving from – Moving to' table at the end of the [Effective Pedagogy for All Students](#) section of *Implementing an Inclusive Curriculum*; the table shows ways in which teachers shift their practice as they plan to meet the needs of all their students

Task 1: Asking questions

Task instructions:

1. Work in pairs and select three rows of the table. Discuss each row using an example of inclusive practice that you are familiar with.
2. This discussion is likely to raise questions for you about how these practices are made possible or can work in your setting.
3. Write a couple of your key questions onto sticky notes or onto a shared digital board, such as Padlet.

Take some time to read the various pairs' questions (e.g., over a short break) and identify the key themes arising from the discussion. Select two or three questions or issues that reflect these themes for Task 2 of the activity.

Task 2: Finding solutions

Task instructions:

1. Work with another pair to form a group of four. Take one of the questions or issues and brainstorm and record possible next steps and strategies as a school to achieve the desired shifts outlined in the table.

Bring everyone back together and ask each small group to share their discussion with the whole group using the notes they recorded.

Activity 3.3 Building a shared language about inclusive practice

The purpose of this activity is to look at key terminology related to inclusive practice and to ensure a shared understanding of it within the school.

In the activity, teachers and leaders connect their prior knowledge, beliefs, and understandings with key terms associated with inclusive practice, such as 'diversity', 'disability', and 'equity'.

Resources required:

- Resource sheet 3.3 Key terms in relation to inclusion – write the words from the template on iceblock sticks, or photocopy and cut up the template. Ensure you have a word for each person in the group. There needs to be at least two people per word, so, depending on numbers, you may need to restrict the number of words you select.

Task 1: Setting up the groups

Ask everyone to select an iceblock stick/word card and find other people who also have this word.

Task 2: Discussion

Task instructions:

1. In your group discuss the word using the following talk stems:
 - *What is (word)? What is (word) not?*
For example: *What is disability? What is disability not?*
2. Write the following headings on a flip chart and record your responses:
 - *What is (word)?*
 - *What is (word) not?*
 - *Definition of (word).* (You may wish to do an Internet search.)
 - *Questions* (that have arisen for your group that you wish to discuss further).
3. As a group, rotate around the key words and add your ideas to the chart for each word. When the groups return to their original word, ask them to share with the whole group:
 - the key point(s) under the four headings for the word
 - a question for further discussion as a staff.

Task 3: Follow-up discussions

Hang up the word charts in the staffroom for ongoing informal discussions. At the beginning of future staff meetings, unpack one of the questions on the charts and discuss actions for moving forward in relation to it.

Activity 3.4 What students say

The purpose of this activity is to:

- explore students' perspectives on the support they need from teachers in the classroom
- challenge teachers to discover what they can do differently to meet these needs.

In the activity, participants watch an online clip of a student talking about what helps them learn and then carry out interviews with their own students with additional learning needs.

Resources required:

Select one of these video clips to show the group you are working with:

- [Having dyslexia – how teachers can help](#) (Onslow College student, Tate)
- [How teachers can help me learn](#) (Onslow College student, Katrina)

Task 1: What do students with additional learning needs say?

Before viewing the selected video clip, discuss these questions with the group:

- *What strategies do you use to create a learning environment that works for all students?*
- *How do you know these strategies are working for all learners?*

Watch the video clip together.

After watching the video clip, discuss these questions with the group:

- *What strategies help to make Tate's/Katrina's school experience positive?*
- *Tate/Katrina is able to express how teachers can support his/her learning. How does this appear to have impacted on teaching and learning in their learning environment?*
- *Did anything Tate/Katrina said challenge you or make you reflect on your own teaching practice? How will you act on this?*

Task 2: What do your students say?

Task instructions:

1. Work in groups of up to six to develop a plan for interviewing students at your school with additional learning needs about what helps them learn. Consider how you will do this to capture the 'voices' of students who are at risk of not being heard – for example, students who are very shy or who communicate using sign language or a pictorial system.
2. Generate the questions you could ask the students. Sample questions include:
 - *In the classroom, what kinds of things help you learn?*
 - *What kinds of things can the classroom teacher do to make it easier for you to learn?*
 - *What kinds of things can make it difficult for you to learn in the classroom?*

Supplementary questions for secondary students may include:

- *What else could teachers do to help with homework or completing assignments?*
 - *What else could teachers do to help with NCEA?*
 - *What else could teachers do to help you stay motivated?*
3. Before carrying out the interviews, discuss what you think the students will say in response to the questions.
 4. Conduct the interviews. Consider how you could adapt them so that students are interviewing each other. If the students agree to be filmed and it doesn't inhibit their responses, capture the interviews on video. Otherwise, make an audio recording or take notes.

Task 3: Follow-up discussions

Reconvene the group after the interviews to share the students' responses. If the interviews were recorded, watch/listen to them as a group.

Facilitate a group discussion using these questions:

- *What strategies help to make these students' school experiences positive?*
- *What were some surprises in hearing the students' perspectives? What do we need to consider doing differently?*

Let everyone know there is more information about student voice and student agency in the [Building a Rich Knowledge of the Learner](#) section of *Implementing an Inclusive Curriculum*.

See also [Activity 2.4 Whatu pōkeka - students' views on why inclusion is important](#), which suggests an alternative way of collecting the views and perspectives of students.

Activity 3.5 Learner profiles for teachers

The purpose of this activity is for teachers to reflect on their strengths, interests, and what they bring to the teaching and learning relationship by developing their own learner profile.

In the activity, teachers explore some examples of learner profiles and work with colleagues to produce their own, which they share with their students. The group reconvenes after the profiles have been shared to discuss how this went and how learner profiles could be created and used for students in the school.

Resources required:

- Copies of the [learner profile examples](#) from the Inclusive Education site
- Copies of the [Developing Learner Profiles](#) information sheet from the Inclusive Education site

Alternatively, these can be viewed by people online if they have laptops or tablets and an internet connection.



Task 1: Exploring learner profiles

Task instructions:

1. In small groups discuss these questions:
 - *What are learner profiles?*
 - *What is their purpose?*
 - *What experiences do you have developing these with students?*
2. Read the [Developing Learner Profiles](#) information sheet on the Inclusive Education site.
3. Look at the [learner profile examples](#) on the Inclusive Education site.

Task 2: Writing and sharing learner profiles

You could introduce this task with a group discussion about ako, the reciprocal nature of teaching and learning, and the importance of teachers also seeing themselves as learners.

Ask the group you are working with what they would share about themselves as a learner and person with their students.

Task instructions:

1. Work with a partner and create a learner profile for each of you using formats of your choice.
2. Join with another pair and share your learner profiles with each other.
3. As a follow-up task, share your learner profile with your students.

Task 3: Follow-up discussions

Reconvene the group once teachers have shared their profiles with their students.

Facilitate a group discussion about these questions:

- *What did you notice after sharing your learner profile with your students?*
- *Did sharing your learner profile prompt any reaction, feedback, or discussion from your students? What learning or changes (for you) happened as a result of this?*
- *What benefits can you see in students developing their own learner profiles?*
- *Thinking about the students in your class with additional learning needs, what particular considerations are there for developing their learner profiles? – for example, format and involvement of whānau or others in contributing information*
- *What are possible approaches for developing learner profiles for students within our school?*

Let everyone know there is more information about learner profiles and student voice in the [Building a Rich Knowledge of the Learner](#) section of *Implementing an Inclusive Curriculum*.

Activity 3.6 Equality versus equity through a UDL lens

The purpose of this activity is to introduce the topics of equality and equity in an engaging way while challenging teachers and leaders to think about what they mean.

In the activity, participants discuss a cartoon in light of practice at their school and then access and discuss a related blog and video online.

Resources required

- Copies of resource sheet 3.6 – *Equality versus equity*
Alternatively, access the cartoon [online](#) and show it using a data projector or smart board. (The cartoon is on page 17 of the PDF *Advancing Equity and Inclusion*.)
- The CORE Blog [Unpacking UDL, differentiation and adaptation](#)

Task: Talking about equality, equity, and UDL

Task instructions:

1. Hand out or display the cartoon. Ask participants to turn to those around them and to select and discuss two of the following questions:
 - What is your understanding of equality and equity?
 - What are some of the tensions between equality and equity?
 - What has the cartoon got you thinking about?
 - What strategies do we make use of to ensure all students are able to participate fully? How do they relate to equality versus equity?

Allow 5–10 minutes, then ask each small group to share the main points from their discussion with the whole group.

2. Give participants the website link to the CORE Blog *Unpacking UDL, differentiation and adaptation*: <http://blog.core-ed.org/blog/2016/07/unpacking-udl-differentiation-and-adaptation.html>

Ask participants to read the Blog and watch the video, and to then turn to those around them and discuss the following questions:

- What are the key messages shared within this blog?
- How do they challenge your understanding of differentiation and adaptation?
- How might they influence your practice when planning learning opportunities for your students?

Resource sheet 3.1 Learning in an inclusive community - reading circle

'Learning in an Inclusive Community' by Mara Sapon-Shevin

What are the key messages I have taken from this reading?

What questions did this reading raise for me?

How has this reading made me think differently about my practice?

The first steps I am going to take in response are:

Other personal responses to this reading:

Resource sheet 3.3 Key terms in relation to inclusion

Print enough copies so that each participant will have a word, then cut them up. (There needs to be at least two people per word, so, depending on numbers, you may need to restrict the number of words you select.)

social justice	social justice
differentiation	differentiation
inclusion	inclusion
diversity	diversity
adaptation	adaptation
equity	equity
disability	disability

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Image from *Advancing Equity and Inclusion: A Guide for Municipalities*,
© City for All Women Initiative (CAWI), Ottawa



Module 4: Supporting Teachers to Include All Students in the School Curriculum

“ The principle of inclusion means that each student is given opportunities to participate in all areas of an inclusive curriculum. Ensuring each student has these learning opportunities requires a differentiated programme within the classroom and beyond ... Teachers who differentiate begin by recognising the uniqueness of each student - their interests, expectations, motivations, abilities, resources, skills, culture, home and family, way and rate of learning, and so on. ”

Ministry of Education, 2012, page 54

The activities in this module support leaders and teachers to explore key concepts about inclusive pedagogy and to build their understanding and use of effective strategies that ensure all learners are engaging and achieving within the New Zealand Curriculum.

Each activity has a particular focus and builds on the previous activity. They are designed to be completed in the order they appear below:

- Activity 4.1 Effective pedagogy in action
- Activity 4.2 Defining differentiation and adaptation
- Activity 4.3 What do differentiation and adaptation look like in action?
- Activity 4.4 Differentiating the classroom programme
- Activity 4.5 Networks of support
- Activity 4.6 When we work together
- Activity 4.7 Building on students' strengths and aspirations

All resource sheets referred to in the activities are at the back of the module.

Essential reading before facilitating this module:

- [Effective Pedagogy for All Students](#) section in *Implementing an Inclusive Curriculum*
- [Working Together](#) section in *Implementing an Inclusive Curriculum*

Other related resources

- [Developing an inclusive classroom culture](#) guide on the Inclusive Education site
- [Making the curriculum accessible to all](#) guide on the Inclusive Education site
- [Supporting positive peer relationships in the classroom](#) guide on the Inclusive Education site
- [Supporting Māori students](#) guide on the Inclusive Education site
- [Supporting Pasifika students](#) guide on the Inclusive Education site
- Individual guides on specific disabilities on the Inclusive Education site
- A set of resource booklets for educators about teaching students with identified learning needs – available from Down the Back of the Chair and the Inclusive Education site (within the resources section)

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Activity 4.1 Effective pedagogy in action

The purpose of this activity is to reflect on what effective pedagogy looks like in the classroom for all students.

Participants reflect on the teacher actions that promote student learning as outlined in *The New Zealand Curriculum* (pages 34–35) and describe what these look like in their classroom or school. Discussion questions provide prompts to ensure each teacher action is considered in relation to all learners in the class or school.

Resources required:

- Activity table from the [Effective Pedagogy for All Students](#) section in *Implementing an Inclusive Curriculum*, printed as A3

Task 1: Teacher actions that promote student learning

Task instructions:

1. In small groups, discuss the teacher actions in the table and what these look like in your classroom. Use the questions in the middle column to support the discussion. Record your ideas in the table to share with another group.
2. Join together with another small group and share your ideas about each teacher action.
3. On a new copy of the table, record one main point for each teacher action to share with the whole group.

Task 2: Further discussion

After the groups have shared their key points, facilitate a whole-group discussion using these questions:

- *What questions did this activity raise for you about teaching all learners?*
- *What's the next step you will take to resolve each question?*

Activity 4.2 Defining differentiation and adaptation

The purpose of this activity is to deepen understanding of the concepts 'differentiation' and 'adaptation' and explore what they look like in practice in the classroom.

In the activity, teachers and leaders draw on their prior knowledge about differentiation and adaptation, then extend their understanding by reading the explanation of these concepts in *Implementing an Inclusive Curriculum* and categorising a range of classroom strategies.

Resources required:

- Copies of the Effective Pedagogy for All Students section in *Implementing an Inclusive Curriculum* – starting from the heading 'Differentiation and adaptation'
- Copies of resource sheet 4.2a Differentiation and adaptation chart (enlarged to A3)
- Copies of resource sheet 4.2b Differentiation and adaptation sort cards (enlarged to A3 and cut out)



Task 1: Defining differentiation and adaptation

Task instructions:

1. With the person next to you, define 'differentiation' and 'adaptation' in your own words, and, if possible, think of a couple of examples of each concept. Team up with another pair and compare your definitions.
2. Now read the section of Effective Pedagogy for All Students that starts with the heading 'Differentiation and adaptation' from *Implementing an Inclusive Curriculum*.
3. Working in your group of four, compare your definition/s with the reading.

Task 2: Follow-up discussion

Facilitate a whole-group discussion using these questions:

- *What was affirming?*
- *What was new learning?*
- *What were the key statements in the reading for you?*

Task 3: Differentiation and adaptation sort activity

Task instructions:

1. Working in small groups, sort the classroom strategy cards onto the differentiation and adaptation chart. Use the headings at the top of the chart and your previous discussions about the reading to help you.
2. As a group, discuss how you differentiate the programme and adapt the supports in your classroom to ensure that all students can access the learning. Use the examples on the cards you sorted to prompt the discussion.

For each classroom strategy, have a group say how they categorised it. Discuss any differences of opinion and provide further clarification if necessary.

Activity 4.3 What do differentiation and adaptation look like in action?

The purpose of this activity is to identify differentiation and adaptation strategies within a classroom example from *Inclusion in Practice* and to consider strategies that could be used in practice. This is a follow-up activity from Activity 4.2.

In the activity, teachers apply their prior knowledge to plan appropriate differentiations and adaptations for a student in one of the classroom examples. They extend their knowledge by unpacking the strategies the teacher uses in the classroom example and reflect on how these apply to their own practice.

Resources required:

- Copies of a classroom example from *Inclusion in Practice*. Use an example that is relevant to the group you are working with, for example:
 - in a primary school setting, try Example 7: Mathematics and Statistics, Number and Measurement, Level 3 – Growth industry
 - in a secondary school setting, try Example 3: English, Writing, Level 6 – Curriculum vitae.Ensure that you've read the example and have identified the differentiations and adaptations it shows.
- Copies of resource sheet 4.2a Differentiation and adaptation chart (enlarged to A3)

Task 1: The classroom example

Using an online or hard copy, explain the structure and layout of the example:

- Introduction – outlines the task and links to the New Zealand Curriculum
- Class description – gives a brief profile of specific students identified within the example
- Teaching as inquiry:
 - describes the background and context for the lesson(s) or unit
 - *Focusing inquiry* – *What was important (and therefore worth spending time on), given where the students were at?* This describes the teacher's knowledge of where their students are at.
 - *Teaching inquiry* – *What teaching strategies (evidence-based) helped the students learn?* This describes the differentiations and adaptations the teacher used.
 - *Learning inquiry* – *What happened as a result of the teaching, and what were the implications for future teaching?* This captures student, teacher, and whānau voices.

Provide copies of the example and have everyone read about the task and the class description. (It's important that they don't read the Teaching as Inquiry section yet.)

Task 2: Planning adaptations and differentiations

Task instructions:

1. Working in a small group, select one of the students in the class description and brainstorm the possible differentiations and adaptations that the teacher could use to support this learner to access the task and participate and learn alongside their peers.
2. Record your ideas on the differentiation and adaptation resource sheet.
3. Then read the rest of the example and identify the strategies the teacher used. Discuss how these compare to those you brainstormed in your group.

Task 3: Follow-up discussion

Facilitate a group discussion using the following questions:

- What strategies did you brainstorm that you noticed in the classroom example?
- What strategies did you brainstorm that you didn't notice in the example?
- Were there any strategies in the example that were new to you?
- What strategies from the example will you consider using to ensure all your learners are participating, learning, and achieving?

Activity 4.4 Differentiating the classroom programme

The purpose of this activity is to explore the approaches to differentiating the classroom programme outlined in the Effective Pedagogy for All Students section in *Implementing an Inclusive Curriculum*.

In the activity, participants read about and discuss the approaches. They then identify them in 'Effective Pedagogy for All Students' in *Implementing an Inclusive Curriculum* and two classroom examples and consider how they might apply them in their own context.

Resources required:

- Copies of the [Effective Pedagogy for All Students](#) section in *Implementing an Inclusive Curriculum* – starting from the heading 'Differentiation and adaptation'.
- Copies of the following classroom examples from [Inclusion in Practice](#)
 - Example 4: English, Speaking, Level 8 – Oral presentation
 - Example 6: Mathematics and Statistics, Number, Levels 2-3 – Fraction problems

Task 1: Exploring approaches to differentiation

Provide hard copies or share the links to resources for this activity from *Inclusive Practice and the School Curriculum*.

Ask everyone to read the section of 'Effective Pedagogy for All Students' that starts with the heading 'Differentiating the classroom programme' and includes Figure 5 (Giangreco's 'diamond' diagram).

Facilitate a group discussion about the three types of differentiation shown in the diagram:

- multi-level curriculum: same
- multi-level curriculum: different
- curriculum overlapping.

Refer to the scenarios in the reading to help clarify any confusion between these three approaches.

Task 2: Multilevel curriculum and curriculum overlapping in practice

Task instructions:

1. Working in a small group, read the two classroom examples. As you read, identify how the teacher has differentiated the classroom programme using:
 - multi-level curriculum: same
 - multi-level curriculum: different
 - curriculum overlapping.
2. Discuss examples from your own experience of using these approaches to differentiate the classroom programme.
3. Think about your own classes and a concept, activity, lesson, or unit you are planning to teach. Discuss with your colleagues how you could use multi-level curriculum or curriculum overlapping to ensure all students are present, participating, and learning.

Bring everyone back together and ask each small group to share their discussion with the whole group.

Activity 4.5 Networks of support

The purpose of this activity is to reflect on the networks of support that exist in the school community, roles and responsibilities within these, and how to work effectively with whānau of students with additional learning needs.

In the activity, teachers and leaders draw on their own experience of teamwork when supporting students with additional learning needs and deepen their understanding by reading about networks of support in *Implementing an Inclusive Curriculum*.

Resources required:

- Copies of the Working Together section in *Implementing an Inclusive Curriculum*
- Copies of resource sheet 4.5 Our students' networks of support



Task 1: Mapping our network

Ask everyone to work in small groups. Ideally these should include colleagues from the same year, syndicate, or department, as the activity requires the group to think about a student everyone in the group knows.

Task instructions:

1. Think of a student with additional learning needs in your class, syndicate or year level. Ideally, choose a student who at least one person in the group knows well.
2. Use the blank 'Our students' networks of support' resource sheet and populate it with the people and agencies that support this student, their whānau, and the classroom teacher. Put the names of the student, their whānau, and the classroom teacher in the three circles at the centre. In the next circle, put all the people from within the school who support and connect with those at the centre of the diagram. In the outer circle, put the people and agencies that come into the school to provide support.

3. Now read the section of [Working Together](#) that starts with the heading 'Networks of support' and includes Figure 3 (a version of the diagram you just worked on).
4. After looking at the diagram and reading the related text, go back to your group's diagram and see if there are any changes you'd like to make.

Give the groups the option to complete one of the follow-up activities below:

Task 2a: Team member roles and responsibilities

Task instructions:

1. In your groups, select a team member from the inner circle, the middle circle, and the outer circle and brainstorm their roles and responsibilities in the network of support. Record your ideas.
2. Now read the 'Working in a team', 'Shared planning', and 'Day-to-day collaboration' parts of the [Working Together](#) section in *Implementing an Inclusive Curriculum*.
3. After reading these parts, go back to your group's ideas about roles and responsibilities to see if there is anything you'd like to add or change.
4. Make note of any questions that were raised in your small group discussion that were challenging to answer or resolve.

Task 2b: Perspectives of whānau

Task instructions:

1. Read the 'Perspectives of whānau' part of the [Working Together](#) section in *Implementing an Inclusive Curriculum*.
2. In your groups, look at the table that summarises the ERO report findings about what whānau wanted from schools and how schools could best work with them to meet the needs of their children. Discuss the positive ways of working that parents identified and reflect on your own practice in light of these.
3. Record the key ideas from your discussion, making note of things your school does well and any next steps for improvement.
4. Note any questions that were raised in your small group discussion that were challenging to answer or resolve.

Bring everyone back together and ask each small group to share their ideas with the whole group. Ask each group to share any unresolved questions and discuss these with the group as well.

Finally, facilitate a whole-group discussion using these questions:

- *What was affirming?*
- *What was new learning?*
- *What were the key ideas in the reading for you?*

Activity 4.6 When we work together

The purpose of this activity is to reflect on the key messages from the Working Together section in *Implementing an Inclusive Curriculum* and relate these to everyday practice.

In the activity, teachers reflect on teamwork when supporting students with additional learning needs, acknowledge their effective practice, and plan for building on this in the future.



Resources required:

- Copies of the Working Together section in *Implementing an Inclusive Curriculum*

Task: Keep, start, do differently

Task instructions:

1. Working in small groups, review the key messages in the 'When we work together ...' table at the end of the Working Together section in *Implementing an Inclusive Curriculum*. Take four statements that are pertinent to inclusive practice in your school and discuss your practice in relation to each one.
2. Record the statements you have chosen on a flipchart or in a Google Doc and, for each statement, record your groups ideas about:
 - what we should keep doing
 - what we should start doing
 - what we should do differently.
3. Make note of any questions that were raised in your small-group discussion that were challenging to answer or resolve.

Bring everyone back together and ask each small group to share their ideas with the whole group. Ask each group to share any unresolved questions and discuss these with the group as well.



Activity 4.7 Building on students' strengths and aspirations

The purpose of this activity is to reflect on how you consider and plan for students' strengths and aspirations within school and classroom curricula.

In the activity, teachers and leaders discuss how they support students to build on their strengths and aspirations and how to balance curriculum expectations with the aspirations of students and their whānau.



Resources required

- Printed copies of the '[Building on Strengths and Aspirations](#)' PDF from *Implementing an Inclusive Curriculum* (pages 46–51)

Task 1: Understanding and responding to students' aspirations

Task instructions:

1. Read pages 46–48 in 'Building on Strengths and Aspirations' and together watch the video clip [My Dreams and Future Plans](#) recommended on page 48.
2. In small groups, consider how in your school you:
 - support students to share their aspirations with others
 - develop interim goals that support these aspirations
 - provide experiences for students that relate to their aspirations.

Task 2: Learning opportunities that build on strengths and aspirations

Task instructions:

1. Read pages 49–50 of 'Building on Strengths and Aspirations'.
2. In pairs, discuss the quote by Bolstad, Gilbert, et al on page 49. Consider the challenge of getting the balance right in providing learning opportunities that reflect students' strengths and aspirations and that at the same time need to meet the expectations of the New Zealand Curriculum.
 - What does this look like in practice in your classroom? Can you think of some specific examples?
 - What are some of the challenges? How are you overcoming these?

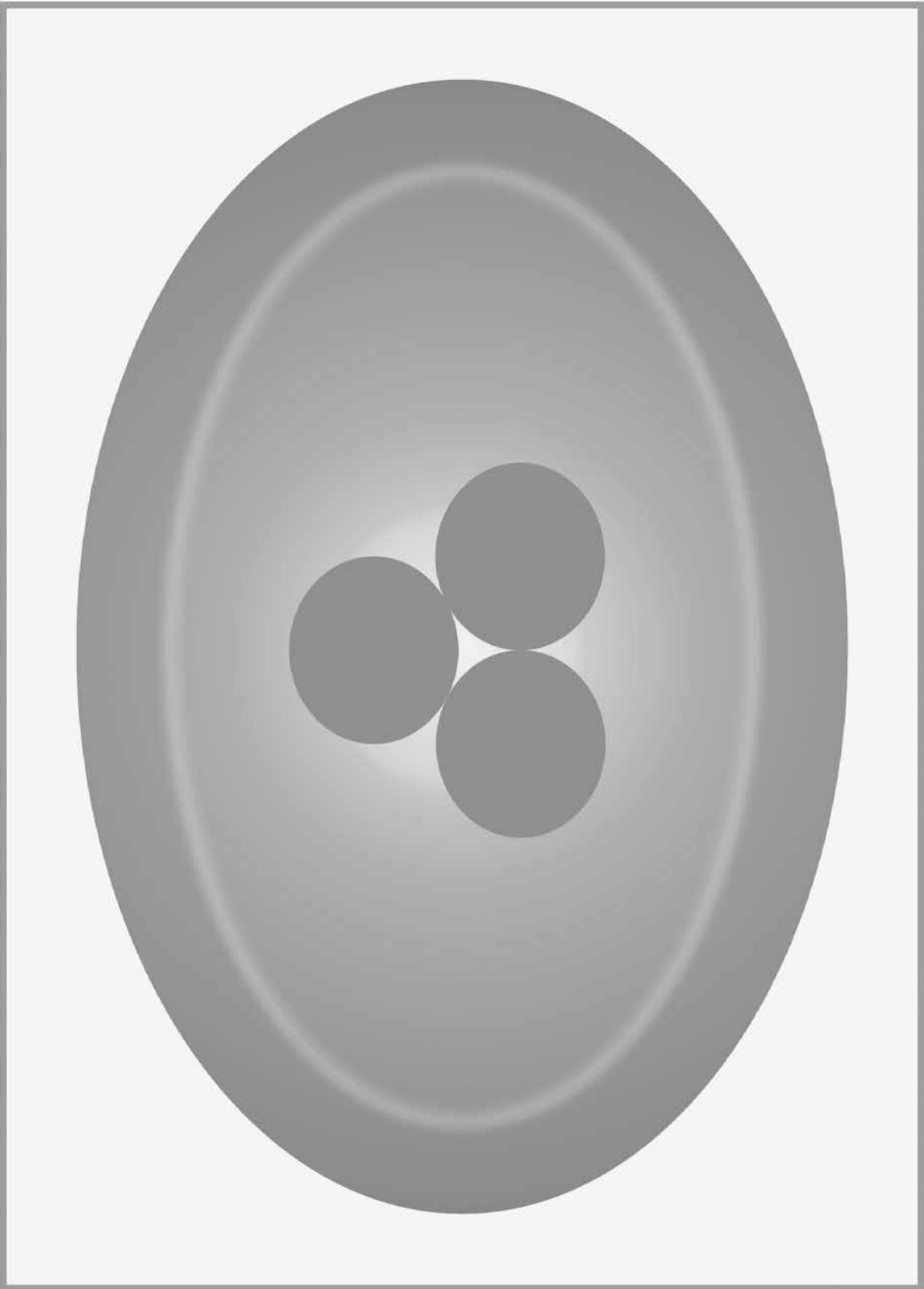
Resource sheet 4.2a Differentiation and adaptation chart

<p><i>Differentiations</i> are changes to the <i>programme</i> – the content of the school and classroom curriculum and expected responses to it.</p> <p>THE ‘WHAT’</p>	<p><i>Adaptations</i> are changes to the <i>supports</i> – the school environment, the classroom, teaching and learning materials, and associated teaching strategies.</p> <p>THE ‘HOW’</p>

Resource sheet 4.2b Differentiation and adaptation sort cards

Enlarge to A3 and cut out

Differentiation examples: WHAT	Adaptation examples: HOW
Provide the same content focus but alter the complexity of the task (e.g., word problems using two-digit numbers instead of three-digit numbers)	Provide written or visual versions of spoken material (e.g., sign language, transcripts for videos).
Use the same activity but include individual planning objectives as the learning outcomes for a student (e.g., a gifted student independently researches an aspect they will explore in-depth while rest of class works on small group guided inquiry).	Structure the classroom furniture so that students are able to negotiate independently and position themselves to support learning. This includes providing a variety of seating arrangements or learning places that give students the opportunity to select a position that is comfortable for them and their peers to learn in (e.g., cushions, learning centres, and range of table heights).
Utilise student's preferences, interests, and strengths within a learning activity to motivate and engage learners.	Use an FM system to support all students to hear the teacher. Reduce noise for students who find it distracting (e.g., by providing ear muffs or sound-proofed quiet areas in the classroom).
Embed learning outcomes for a particular curriculum area within another curriculum task (e.g., a student works towards her mathematics goal - learning to measure a half and a quarter - within food science technology activities).	Give students the opportunity to capture their thinking using voice recording, video, writing options, and by taking photos on apps or programs such as ShowMe, Explain Everything or OneNote on an iPad or tablet.
Leave out complex content or present it in a simplified or more structured format (e.g., turning text into a bullet point list).	Provide a range of manipulatives or equipment for students to select from to share their thinking and understanding.
Adjust the responses expected for some students for a particular activity (e.g., in a class where the students are writing a short text about their weekend, one student has a photo from an activity they did on the weekend and writes a sentence about their photo).	Enlarge the font size of text and change how materials are presented visually (e.g., use enlarged print, no coloured background, and 3-point size lines and grids for a student with low vision). Use tactile equivalents of written or visual material (e.g., Braille, three-dimensional objects).
	Provide adapted computer keyboards or other alternatives to the standard keyboard and mouse (e.g., switch access with corresponding software).
	Vary the length of time a student may take to complete a task.
	Use flexible groupings or cooperative learning groups; these can be created by the teacher, students, or by random selection.
	Provide opportunities for students to demonstrate their learning using visual representations, such as graphic organisers, visual timetables, and Venn diagrams (these reduce the amount of written text and can help to organise information).
	Provide opportunities for students to express what they know in multiple ways (e.g., through text, speech, movement, illustration, storyboards, video, interaction with web tools, puppet show, writing a letter, or developing a mural).





Module 5: Making Learning Visible

“ The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides. ”

The New Zealand Curriculum, 2007, page 39

This module provides opportunities for leaders and teachers to examine the characteristics of effective assessment outlined in the New Zealand Curriculum and to explore assessment approaches for students with additional needs.

There are four activities in the module:

- Activity 5.1 Getting started
- Activity 5.2 Characteristics of effective assessment
- Activity 5.3 Assessment approaches for making learning visible
- Activity 5.4 Differentiation and adaptation for national tools

It is recommended that you complete the activities in the order in which they are presented. The resource sheet referred to in Activity 5.3 is at the back of the module.

Essential reading before facilitating this module:

- [Making Learning Visible](#) section in *Implementing an Inclusive Curriculum*

Other related resources

- [Narrative Assessment: A Guide for Teachers](#) on the ‘Through Different Eyes’ website
- [Assessment Online](#) on TKI

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Activity 5.1 Getting started

The purpose of this activity is to explore assessment for students with additional learning needs and to prioritise strategies for ensuring assessment works for all students in your school.

In the activity, teachers and leaders consider key ideas in relation to making the learning of all students visible. They consider the shifts in practice this requires, they share questions about these shifts, and they work together to decide how they might achieve them in their school.



Resources required

- Printed copies of the 'Making Learning Visible' PDF from *Implementing an Inclusive Curriculum* (preferably the complete section, but at least pages 52–53 and 75)

Task 1: Connecting with the key messages

Task instructions:

- Read pages 52–53 of 'Making Learning Visible'.
- Working in small groups, complete one or more of the following activities:
 - Each participant in the group identifies three key points from the reading and shares them with the group. The group then summarises their discussion for reporting back to the wider group.
 - Complete a mind map to show what 'assessment for learning' looks like in your school context.
 - Discuss the following statement and its implications for practice in your classrooms and school:
"Inclusive schools confidently use assessment as an ongoing process for making the learning of all students visible." (page 53)

Task 2: Where are we at currently? Where to next?

Task instructions:

- Asking questions:
 - Work in pairs and select three rows of the 'Moving From ... Towards ...' table on page 75. Discuss each row using an example of practice from a classroom or school-wide setting.
 - This discussion is likely to raise questions about how these practices will work in each setting. Choose two of these questions and capture them on sticky notes or a shared digital board such as Padlet.
- Take some time to read each pair's questions (e.g., over a short break), and identify the themes arising from them. Select two or three key questions for further discussion.
- Finding solutions:
 - Join two pairs together to form a group of four. Take one of the key questions and brainstorm and record possible next steps and strategies to answer the question and achieve the desired shifts outlined in the table.
 - Bring everyone back together and ask each group to share their solution with the whole group.

Activity 5.2 Characteristics of effective assessment

This activity explores the characteristics of effective assessment identified in *The New Zealand Curriculum*.

In the activity, teachers and leaders select and discuss the most relevant characteristics for their context and identify next steps to ensure that, for each characteristic, they are meeting the needs of *all* their learners.

Resources required

- Copies of page 40 ('Some characteristic of effective assessment') from *The New Zealand Curriculum*
- Copies of page 56 from the '[Making Learning Visible](#)' PDF from *Implementing an Inclusive Curriculum*
- A3 sheets of paper

Task: Exploring assessment for students with additional needs

Task instructions:

1. Select two or three of the characteristics of effective assessment that appear to be most important for you to work on as a team or school.
2. Form into small groups and ask each group to explore one of the characteristics.
 - Read the matching description for the characteristic on page 40 in *The New Zealand Curriculum*.
 - Discuss the corresponding questions for the characteristic on page 56 in 'Making Learning Visible'.
 - Capture the group's responses on A3 paper.
 - Identify and record any next steps that need to be addressed so that, for this characteristic, your team or school is meeting the needs of *all* your learners, including those with additional needs.
3. Each group then shares their thinking with the wider group to confirm and refine your team or school's next steps for developing the selected characteristics of effective assessment.

Activity 5.3 Assessment approaches for making learning visible

The purpose of this activity is to examine and improve the balance of assessment approaches used in teams, syndicates, departments, or school-wide.

In the activity, teachers and leaders identify their existing assessment approaches and reflect on the extent to which they are inclusive of all students. They then build their knowledge of particular approaches and plan next steps for further developing them.

Resources required

- Copies of the 'Making Learning Visible' PDF from *Implementing an Inclusive Curriculum* (one per participant)
- Copies of resource sheet 5.3 - *Assessment approaches* (one per small group, enlarged to A3)
- Small sticky notes

Task 1: Reviewing current assessment approaches

Task instructions:

1. Read pages 57–58 in 'Making Learning Visible' (up to the heading 'Discussions and observations').
2. In small groups based on syndicates, teams, or departments, brainstorm the assessment approaches you use. Remember to consider **all** the assessment approaches used with all students. Write each assessment approach on a sticky note.
3. As a group, place the sticky notes onto the A3 grid and discuss:
 - What do you notice about the balance of approaches?
 - How does your use of each approach match the suggested frequency (from 'continually' to 'periodically') on the grid?
 - Is the learning of *all students* recognised and captured?
 - Are there any changes that need to happen? Why?
 - What are the strengths within the team to draw on in making any changes?

Task 2: Planning next steps

Task instructions:

1. As a group and based on your discussions, identify the areas or approaches on the grid in which there is a need to develop knowledge and practice (e.g., 'Tasks & artefacts' or 'Teacher observations').
2. Read and discuss the matching subsection in the 'Making Learning Visible' PDF.
3. Plan next steps for improving your team's, syndicate's, or department's practice in the identified area or approach.
4. As part of these next steps, consider developing a mini team-inquiry around the identified area or approach.

Activity 5.4 Differentiation and adaptation for national tools

The purpose of this activity is to deepen understanding of differentiation and adaptation in relation to national assessment tools and to explore what this might look like in practice in the classroom.

In the activity, teachers and leaders read about differentiation and adaptation for national assessment tools, identify examples of this within their existing practice, and explore a scenario in which differentiation or adaptation is needed to ensure all students are able to access a national tool.



Resources required

- Copies of pages 72–74 from the ‘[Making Learning Visible](#)’ PDF from *Implementing an Inclusive Curriculum*

Task 1: Differentiation and adaptation for national assessment tools

Task instructions:

1. Read pages 72–74 in ‘Making Learning Visible’.
2. Facilitate a whole-group discussion using the following prompts:
 - What were the key points in this section?
 - What was affirming?
 - What was new learning?
 - Are there any examples within your existing practice of differentiating or adapting a national assessment tool?

Task 2: Unpacking a tool

Task instructions:

1. In small groups based on syndicates, teams, or departments, select a national tool you use.
 - Discuss a possible scenario in which you may need to consider differentiation and/or adaptation to ensure all students are able to access the tool (or a task within the tool). The examples on pages 72–74 may support this discussion.
 - Discuss how these changes may impact on the validity of the results you obtain from the tool.
2. If a group wishes to explore a specific tool in more depth, they may find the following links helpful:
 - the [assessment tool selector](#) on Assessment Online
 - the [assessment resources maps](#) on Assessment Online.

Resource sheet 5.3 Assessment approaches



Continually

Periodically





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