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.
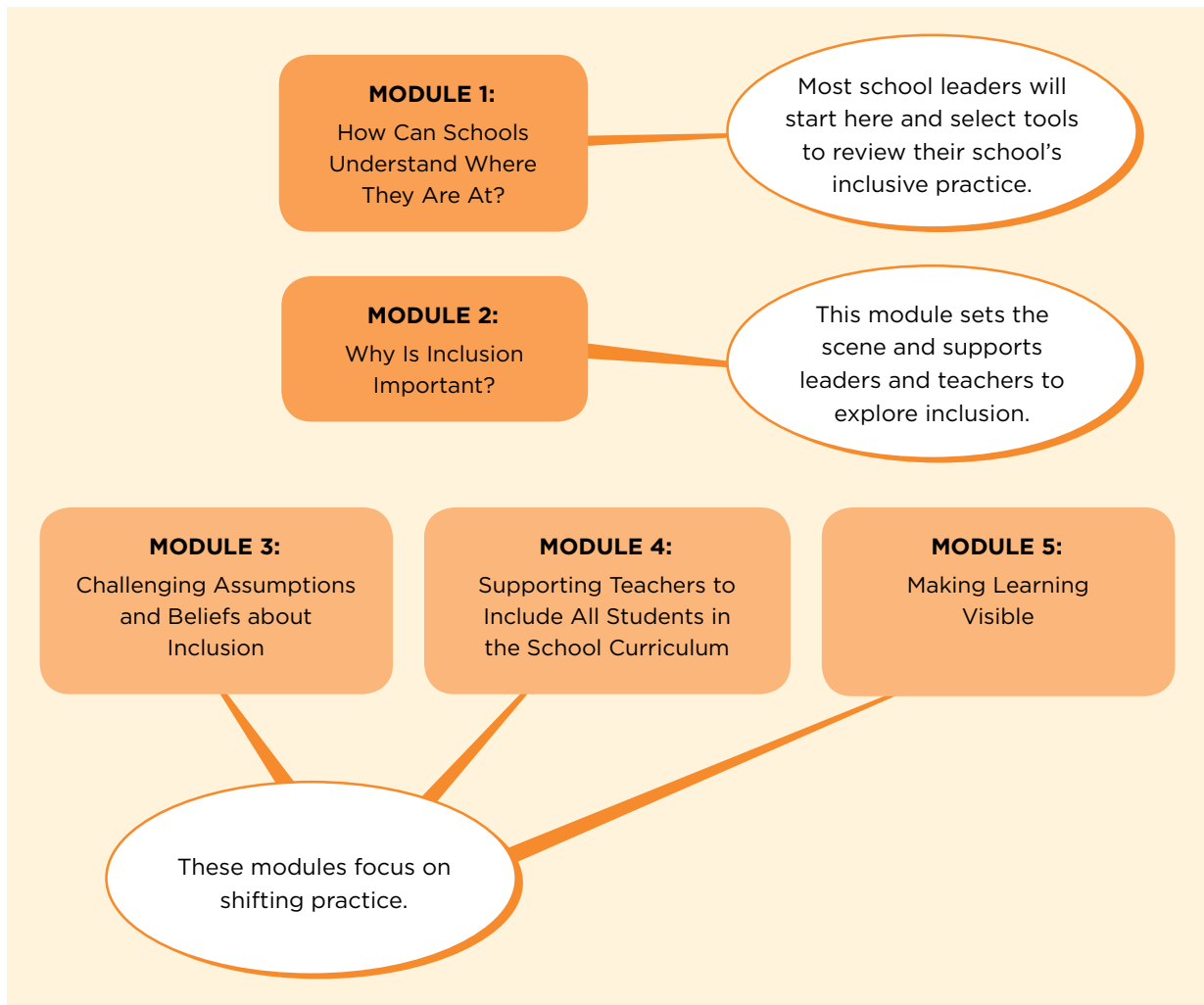
About this guide

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:

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

Most school leaders will start here and select tools to review their school's inclusive practice.

MODULE 2:
Why Is Inclusion Important?

This module sets the scene and supports leaders and teachers to explore inclusion.

MODULE 3:
Challenging Assumptions and Beliefs about Inclusion

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

MODULE 5:
Making Learning Visible

These modules focus on shifting practice.

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 *Inclusive Practice and the School Curriculum*	What's in here for leaders of PLD?
Implementing an Inclusive Curriculum Includes: • A discussion on inclusion and the New Zealand Curriculum • A framework for an inclusive school curriculum, with sections on: – 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	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 *Inclusion in Practice* to show the concepts and ideas in real-life settings.
Inclusion in Practice Examples from New Zealand classrooms of inclusive practice across different learning areas 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.	Reflective questions for discussion and links to related content in *Implementing an Inclusive Curriculum*.

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	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. 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.	Consider setting the 3 by 3 grid in a Google document to capture the group's key points.
	Postbox	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). Small groups are then given a set of responses to collate, summarise, and share back with the whole group.	Use apps such as Padlet or Linoit to collaborate on a 'wall' of responses, then have groups summarise the wall postings. www.padlet.com www.linoit.com
	3 – 12 – 3 brainstorm	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. 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. 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.	

Purpose	Strategy	Procedure	Possible ICT support
Collaborative problem solving	Gap analysis	In small groups, participants respond to a question, statement, or issue by: • 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.	