

Provide leadership for teaching and learning

A suggestion for implementing the strategy

'Leading learning to support inclusive practices' from the Guide: [Leading inclusive schools](#)

Includes:

- Recognise diversity as a strength
- Promote inclusive teaching practices
- Develop an inclusive local curriculum
- Plan for all learners
- Use a Universal Design for Learning (UDL) approach
- Useful resources

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

Strategy: [Leading learning to support inclusive practices](#)

Suggestion: [Provide leadership for teaching and learning](#)

Date

16 May 2024

Link

inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/provide-leadership-for-teaching-and-learning

Recognise diversity as a strength

Learn about diversity and equity with your students. See the [Universal Design for Learning | Inclusive Education](#) guide for more information.

“Diversity” needs to be recognised as a strength for a future-oriented learning system, something to be actively fostered, not a weakness that lowers the system’s performance.

Diversity encompasses everyone’s variations and differences, including their cultures and backgrounds.

Rachel Bolstad and Jane Gilbert, with Sue McDowall, Ally Bull, Sally Boyd and Rosemary Hipkins

Source:

[Supporting future-oriented learning and teaching: A New Zealand perspective](#)

<https://www.educationcounts.govt.nz/publications/schooling/109306>

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Promote inclusive teaching practices

Shelley Moore uses a bowling metaphor to talk about inclusive practices.



Video hosted on Youtube <http://youtu.be/RYtUIU8MjIY>

No captions or transcript

Source:

[SSHRC-CRSH \(YouTube\)](#)

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Develop an inclusive local curriculum

The New Zealand curriculum is non-prescriptive. Its flexibility allows schools to develop their curriculum as they notice, recognise, and respond to the needs of all their learners and their community.

Te Mātaiaho, the New Zealand curriculum mandates that schools move away from a one-size-fits-all paradigm towards the inclusive design of teaching and learning, where ALL students can expect to:

- connect their culture, experiences and interests to their learning
- learn in flexible environments with adjustable materials they can personalise to meet their learning needs and preferences
- engage in ongoing, timely conversations about their learning with teachers and peers
- access learning opportunities, experiences and environments alongside their peers
- be supported to advocate for their own needs and lead their own learning
- share their thinking and learning in ways that demonstrate their understanding.

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Plan for all learners

Ask student what inclusion means to them.

Allow their experiences to shape your teaching.



Video hosted on Vimeo <http://vimeo.com/169767226>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/169767226>

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Use a Universal Design for Learning (UDL) approach

Linda Ojala
and Room 3
at
Silverstream
School talk
about using
UDL to
design
learning for
all.



Video hosted on Vimeo <http://vimeo.com/100662393>

Closed Captions

Source:

[Ministry of Education \(Vimeo\)](#)

<https://vimeo.com/100662393>

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Useful resources



Enhancing staff capability at Newtown School

This Education Gazette article shows how Newtown School’s commitment to being everybody’s school supports their culturally diverse students, and their wide range of needs.

[Visit website](#)



Inclusive education – Our school

Lake Rerewakaitu School blog about their school actions to develop a “highly inclusive culture for learning.” (ERO report, 2019)

Publisher: Lake Rerewakaitu School

[Visit website](#)

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