

Inclusive Education

From

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

Understand: [Understanding inclusive practices](#)

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Link

inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/understanding-inclusive-practices

Understanding inclusive practices

Inclusive education means that all learners are welcomed by their local education providers, and are supported to play, learn, contribute, and participate in all aspects of life at the school or service.

The purpose of the guide

This Leading Inclusive Schools guide provides strategies and information to support tumuaki to review the inclusive values, policies, and practices in their kura.

The guide focuses on working in partnership with kaiako, ākonga, and whānau to create accessible, supportive, and inclusive environments through:

- establishing collaborative, authentic relationships
 - developing shared knowledge
 - creating shared expectations
 - acknowledging, planning for, and supporting the diversity of all learners.
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Our legal responsibility

Understanding Te Tiriti o Waitangi and honouring its principles is the critical starting point for inclusive education in Aotearoa New Zealand. The Education and Training Act 2020 sets out the obligations in relation to Te Tiriti o Waitangi for school boards and schools.

[Objectives of boards in governing schools](#) – New Zealand Legislation website.

Providing a caring, safe, respectful, and inclusive school environment in which learning can flourish is a key priority for educators.

Schools are required to be inclusive under the Education and Training Act 2020.

- Every domestic student aged 5 to 19 years old in New Zealand is entitled to enrol at any State school and attend school during all the hours that the school is open for instruction.
- Students with special education needs have the same rights to enrol, attend and receive education at State schools as students who do not.
- Parents of students with particular needs can request a plan for their child to transition to full time attendance.

Key information

New Zealand Legislation website:

- [Education and Training Act 2020, section 33](#)
- [Education and Training Act 2020, section 34](#)
- [Education and Training Act 2020, section 42](#)

Ministry of Education:

- [Education and Training Act 2020: All students have the right to attend school fulltime](#)
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Te Tiriti o Waitangi partnership



Video hosted on Youtube <http://youtu.be/5cTvi5qxqp4>

Closed Captions

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

<https://youtu.be/5cTvi5qxqp4>

The right to an inclusive education

The right to an inclusive education is enshrined in two United Nations conventions:

- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) – ratified by New Zealand in 2008.
- United Nations Convention on the Rights of the Child (UNCROC) – ratified by New Zealand in 2003.

These conventions enshrine the right of all children to have equal access to education in the general education system throughout their lives.

This right is echoed in Outcome 1 of the New Zealand Disability Strategy: “We get an excellent education and achieve our potential throughout our lives.”

Further information

[The education and disability legislation guiding our approach to learning support](#) – Ministry of Education

[Every child has rights poster](#) – Children’s Commissioner

Supporting wellbeing, equity and inclusion

Access and participation for every learner is an integral part of any education system.

The **National Education and Learning Priorities (NELP)** recognise that developing educationally powerful connections and partnerships with learners/ākongā, whānau, Māori, Pacific, and diverse ethnic communities will improve outcomes and wellbeing across the education system.

The NELP priorities will help create education environments that are learner centred, and where learners, and especially more Māori and Pacific learners, are successful.

The NELP priorities encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work, and life
- collaborating more with whānau, employers, industry, and communities
- taking account of learners' needs, identities, languages, and cultures in their practice
- incorporating te reo Māori and tikanga Māori into everyday activities.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are helping children and young people to attain their educational potential, preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and to Te Tahi a Whānau.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the TES is to establish and include an education system that honours Te Tahi a Whānau and

supports Māori Crown relationships. Section 9 sets out the main purposes of the TES in relation to the Crown's responsibility to give effect to the Te Tahi a Whānau. These provisions include obligations in relation to Te Tahi a Whānau for school boards, tertiary education institutions and education agencies.

OBJECTIVES

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

5

WORLD CLASS EDUCATION

New Zealand education is trusted and unparalleled

PRIORITIES

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

Have high aspirations for every learner/āonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3

Reduce barriers to education for all, including for Māori and Pacific learners/āonga, disabled learners/āonga and those with learning support needs

4

Ensure every learner/āonga gains sound foundation skills, including language*, literacy and numeracy

* Our language encompasses an oral tradition of communication that honours te reo Māori and te reo Kōwhiri, including New Zealand Sign Language

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7

Collaborate with industries and employers to ensure learners/āonga have the skills, knowledge and pathways to succeed in work

8

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

Notes:

The NELP and TES are statutory documents established by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-6). Some aspects of these priorities will be more applicable to one sector than others.

The TES is designed to guide those who govern licensed early learning services, post-secondary schools for learners

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Development (GMD) Standard. Boards of schools and trusts must have particular regard to the NELP, including when developing or reviewing their charter.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://www.education.govt.nz/assets/Documents/NELP-TES-documents/NELP-TES-summary-page.pdf>

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