Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Protect and strengthen students' agency as learners and collaborators

A suggestion for implementing the strategy 'Collaboratively planning a universally designed learning environment' from the Guide: Collaborative planning for learning

Includes:

Seek and respond to student voice

Offer learners options to reflect on their learning

Support students to teach each other

Take an "ability-inclusion" approach

Reflection questions

Useful resources

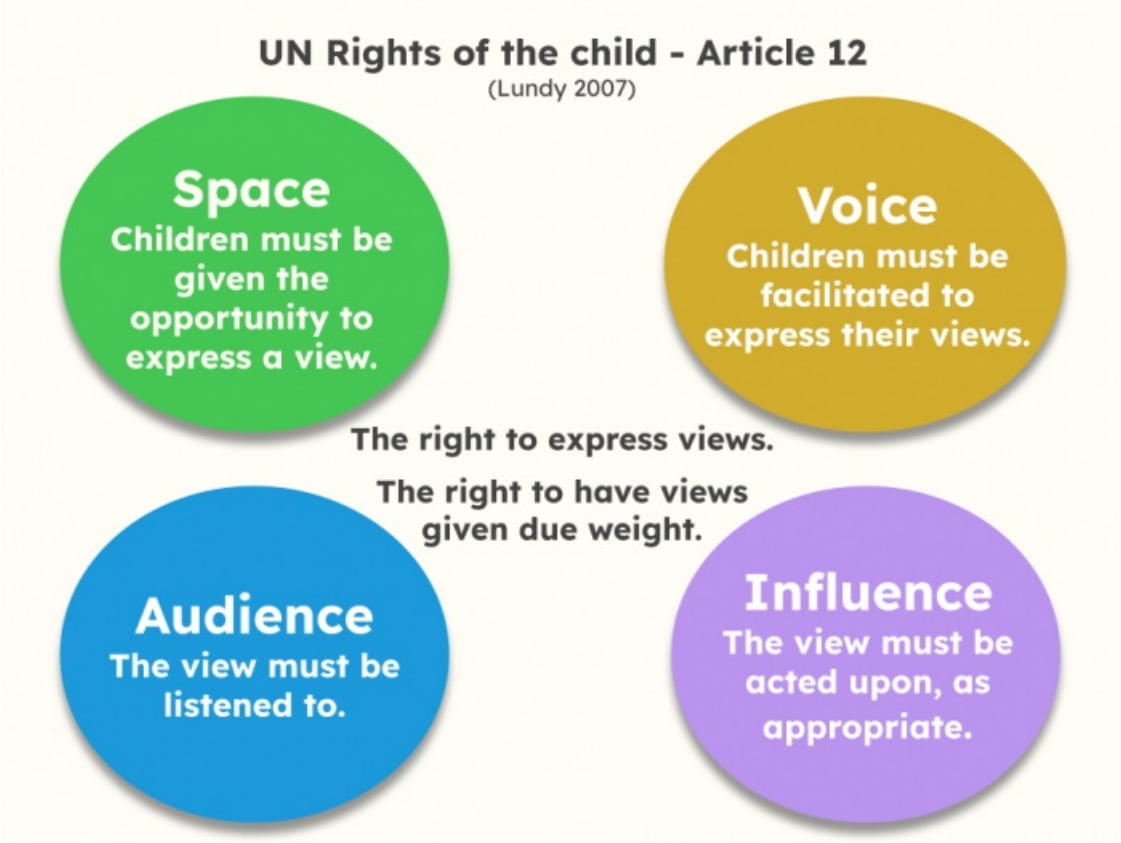
Inclusive Education
From
Guide: Collaborative planning for learning

Strategy: Collaboratively planning a universally designed learning environment

Suggestion: Protect and strengthen students' agency as learners and collaborators

Date
08 September 2025
Link
inclusive.tki.org.nz/guides/collaborative-planning-for-learning/strengthen-student-agency

Seek and respond to student voice



Source:
Adapted from European Commission
https://www.qub.ac.uk/Research/case-studies/childrens-participation-lundy-model.html

View full image (112 KB)

Offer learners options to reflect on their learning

There is no one-size-fits-all when it comes to supporting students to take ownership of their learning.

Consider the following approaches.

Explore with students what will work for them.

- ✔ Story hui
- ✔ Learning maps
- ✔ Mentoring conversations
- ✔ Learner profiles
- ✔ Strengths chain
- ✔ Listening conferences
- ✔ Learning conversations using puppets
- ✔ Personal learning progressions using Google Sites
- ✔ Manutaki Māori
- ✔ Individual vision board

Support students to teach each other

Helen Collins shares two stories about the impact of **Developing Mathematical Inquiry Communities (DMIC)** and inclusion.

Video hosted on Youtube http://youtu.be/Bt7_li9CbAU

No captions or transcript

Source:
NZEI Te Riu Roa (NZ)
https://www.youtube.com/channel/UCRprYG8ZfKhjMfBQCMstr2g

Take an "ability-inclusion" approach

All children can be asked and communicate their views.

Taking an 'ability' approach ensures you focus on how children with disabilities can participate and communicate their views on their own learning and the design of the learning environment.

Reflect on how you support student voice and learner agency in your learning space. Do you provide:

- learning and social environments accessible by wheelchairs?
- resources and materials created so every child can access and use them?
- self-review and feedback tools and approaches designed to allow all students to use them?
- access to sign-language interpreters or supporters who can interpret or support communication?
- multilingual resources?
- quiet spaces to take a break?
- regular communication opportunities and do you ask whānau and those who know the children how to improve support?

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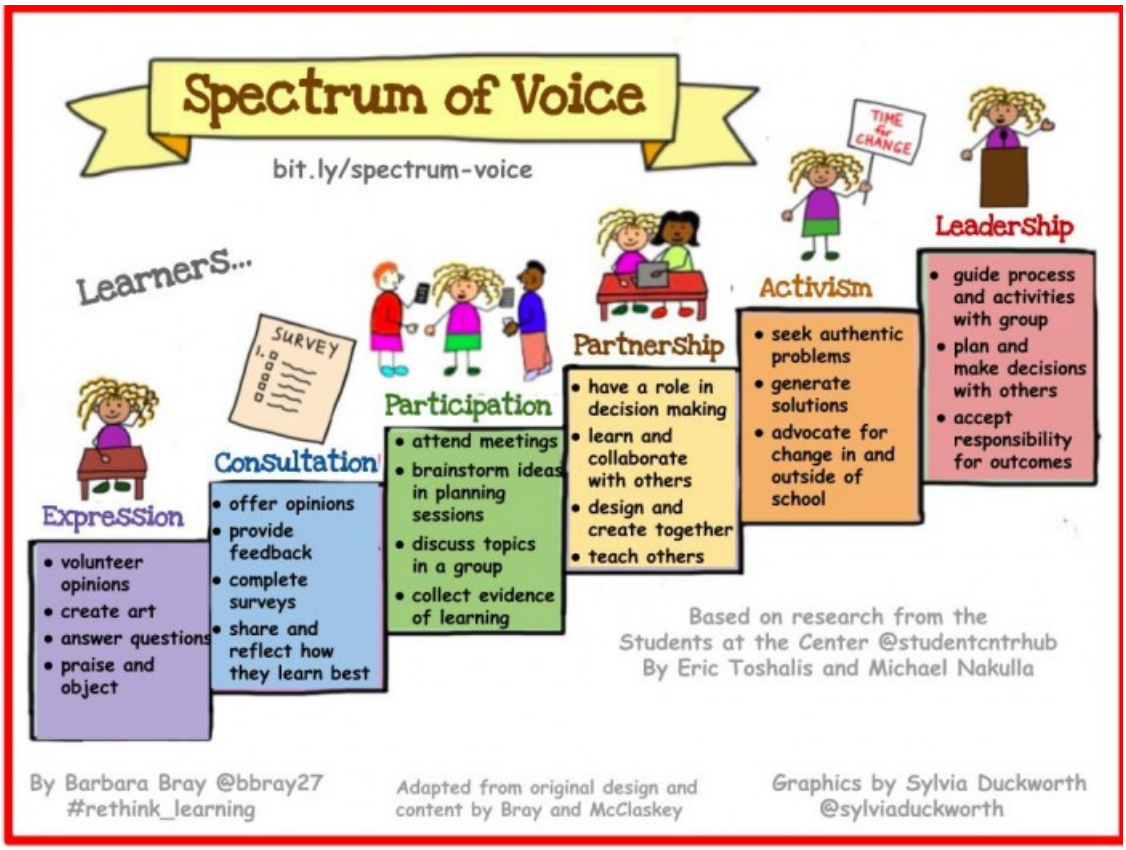
Reflection questions



Source:
Rethinking Learning
https://barbarabray.net/2018/09/09/spectrum-of-voice-developing-self-regulation-autonomy-and-agency/

View full image (117 KB)

Useful resources

Overview e-Guide Infinity Learning Maps

A practical tool for teachers, students and parents to explore the science of learning-how-to-learn.

Publisher: Infinity Learn Limited

Download PDF (791 KB)

Personalisation and UDL: A perfect match

Read time: 10 min

Introduction to a three-part approach to supporting personalisation: learner profile, learner backpack, and personal learning plan.

Publisher: ASCD

Visit website

Engaging children in decision making: A guide for consulting children

Read time: 34 min

This is a practical guide for organisations that are interested in engaging children up to the age of 12 in effective decision making. It outlines best ways to consult with children and explores issues to think about as part of best practice.

Publisher: Western Metro Department of Education and Early Childhood Development (DEECD)

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